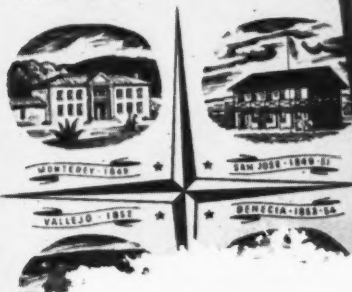


CTA *Journal*

January 1954

50th Anniversary Issue

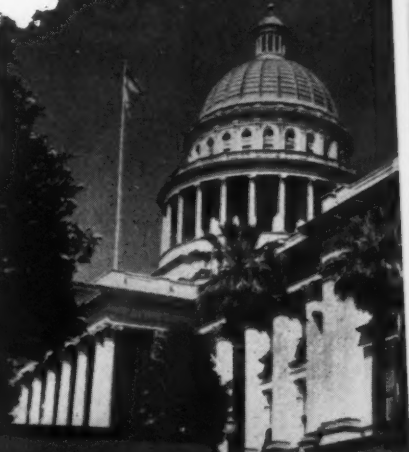
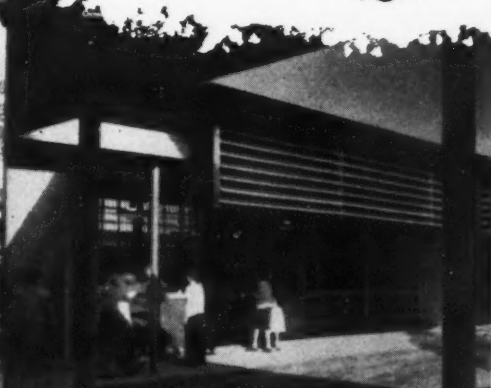
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A Half-Century of Educational Progress



Arthur F. Corey
CTA Executive Secretary

FIFTY years ago a few excited men watched a frail machine carrying a human passenger leave the ground and actually fly. Fifty years ago a woodshed putterer in Detroit started the Ford Motor Company. Fifty year ago a new educational journal was inaugurated in San Francisco. These events have proven to be important and not without mutual significance. This half century has been one of unprecedented change. This is uniquely evident in the development of rapid transportation and mass industrial production. As Americans have learned to travel farther and faster and have made more things in less time, they have changed their thinking.

Fifty years ago all change was considered progress; women were not citizens; United States Senators were not elected by the people; child labor was generally accepted; men worked twelve hours a day; the graduated income tax was unconstitutional and the exploitation of our natural resources had not been seriously questioned.

Public education has kept pace with changing conditions in California during the last half century, even though technological and sociological progress has required unprecedented adjustments. Only a virile and sensitive institution, of the people and close to the people, could possibly have successfully withstood the impacts of this epochal fifty years. Public education met the needs of the people of California in 1904 and still does so. This demonstrates its unusual flexibility and responsiveness.

Throughout these years I find in the pages of this magazine the chronicle of education's struggle to adapt itself to swiftly changing conditions. I find

the dramatic announcement of a new type of school, neither elementary nor secondary, envisioned and instituted by school leaders in Berkeley. It was the world's first Junior High School.

I find continued emphasis upon the need for post high school education close to the homes of the students and the thrilling story of California's pioneering establishment of Junior Colleges.

I find the record of the long and successful struggle for recognition of kindergarten education as an essential part of the public school.

I find the history of an unremitting insistence on the kind of support and supervision which would guarantee good schools for California's rural children. As the result of this emphasis our rural schools are the envy of the nation.

These are but a few examples of the dramatic adjustments which have been recorded in this magazine's epic of educational progress.

The record reveals that California's schools have been influenced by men of great stature. I find among our authors the names of David Starr Jordan, Edwin Markham, Mark Keppel, Alexis F. Lange, Elwood P. Cubberley, Luther Burbank, William John Cooper, Lewis M. Terman, Ernest Carroll Moore, Fred Hunter, John Sexson and Willard Givens.

The ideas of these men, expressed in this magazine, have contributed to keeping education attuned to the social and economic transformation ushered in by the invention of the "horseless carriage" and the "flying machine."

A.F.C.

DIRECTORS

- Dr. Robert C. Gillingham, President**
Teacher, Compton College, Compton
- J. Stanley Brode**
Teacher, Santa Monica City College
Mail, home address: 478-24th Street, Santa Monica
- W. A. Chessall**
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Assistant Superintendent and Director of Secondary Education, Fresno City Schools, 2348 Mariposa Street, Fresno 1
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Principal, Salinas Union High School, South Main Street, Salinas
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CTA PLACEMENT SERVICES

- Dr. Frank W. Parr, 693 Sutter Street, San Francisco 2; phone PRospect 6-4110**
- Carl A. Bowman, 512 South Figueroa Street, Los Angeles 17; phone MADison 9-3681**

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DIRECTORY



693 SUTTER STREET, SAN FRANCISCO 2
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CTA *Journal*

January 1954

Volume 50 — Number 1

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Arthur F. Corey, Executive Secretary

J. Wilson McKenney, Editor

Marie Seymour, Advertising

Charles L. Hansen, Art

Editorial and business offices: CTA Building, 693 Sutter St., San Francisco 2

Phone PRospect 6-4110

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Our golden anniversary! Our cover this month calls attention to our venerable status as we turn the page to Volume 50, Number 1. The sketch by Artist Charles Hansen suggests a scene in a little printshop as page proofs came off the press for the first CTA-owned edition of Sierra Educational News, parent of CTA Journal. On page 7 you will find the story of your official publication.

Johns Harrington's article about Ernest Carroll Moore on page 8 gives us a historical note on the early days of CTA as well as a tribute to an illustrious career. Mr. Harrington, assistant dean of men's activities at Los Angeles City College, credits his colleague, Gilbert Moore, nephew of the eminent scholar, for his help in obtaining an interview.

Mary L. Douglass, assistant principal of Whaley Junior High School, Compton, sends us the results of an interesting survey on discipline she conducted at Willowbrook in the same district. We hope her suggestions on "What Would You Do?" will be stimulating and useful.

Lambert Baker, administrative assistant for special services in the office of San Diego County superintendent of schools, writes that Mr. and Mrs. Jarvie were for three years prisoners in a Japanese prison camp. "They both suffered severe effects from malnutrition . . . and yet she still has time and energy to do a great deal more than her contract calls for!"

Leah Nowell is principal of Del Rey School in San Lorenzo school district. Pictures for the garden unit she describes on page 18 were provided by the office of Alameda County Superintendent of Schools.

Laying of cornerstones by students is not new, but Jean Grenbeaux's account of a coordinated educational project is. Mr. Grenbeaux, vice-principal of Kavanaugh School, Ravenswood District, San Mateo County, describes how it worked at Brentwood.



Improve Professional Status Is Council Objective

PLANNING a future course to raise standards in ethics and competency and a serious appraisal of the problems of teacher recruitment were keynotes of the semi-annual conference of the State Council of Education, held December 11-12 at the Biltmore in Los Angeles.

The governing body of California Teachers Association opened its two-day session to hear Dr. Roy E. Simpson, superintendent of public instruction, announce that he would call a special commission to meet in Sacramento December 29 to develop a recruitment program.

TEPS Suggestion

The study, suggested by CTA's commission on teacher education and professional standards, will invite the interest and cooperation of the state's civic, fraternal, farm, labor, and commercial groups. Beginning with the knowledge that California now needs 13,000 qualified teachers and confronted with the fact that there are now more than 10,000 uncertificated emergency teachers in the classrooms, the new commission will attempt to set up a course of action.

"We of the teaching profession are greatly encouraged and grateful in the fact that the California State Chamber of Commerce has offered to cooperate in the preparation of materials for use

at the college level, designed to attract qualified young people to train to become teachers," said Dr. Rex Turner, CTA president, in his opening address.

Dr. Turner, in reviewing the work of CTA committees and staff, noted that "laymen are turning to our own Ethics Commission to investigate local professional problems and to join in cooperative guidance toward their correction, in striking contrast to the claims of education's attackers. The public is learning that educators can discipline and improve themselves."

Gains Noted

He pointed to the year's substantial gains in legislation for teacher welfare, including improved retirement status, higher minimum salaries, sabbatical leave, elimination of emergency credentials, and an apportionment bill that provided "the most nearly adequate financial program for public education that California has ever had."

Following the opening session, the Council adjourned to meetings of the seven CTA state committees and these groups remained in session until Saturday evening.

Sunday morning the Council heard Executive Secretary Arthur Corey present a challenging message around the theme of "Where do we want to go?"

With characteristic emphasis, he stated that the teaching profession will



Miss Claire Podger, CSTA President, reports to the State Council after introduction by CTA President Rex Turner.

Photo by Owen Gerr.

raise its standards and influence to the point where a college graduate will say "They couldn't qualify me for teaching so I had to content myself with law school — or medicine, or engineering."

Planning Is Necessary

"We must aim for quality in the profession and the maintenance of standards," he said. "Originally the objectives of the association were to improve the economic lot of teachers, a 50-year struggle illustrated in the files of the CTA Journal and Sierra Educational News. Now our goals and aspirations, while not neglecting welfare, may be the raising of standards in ethics and professional skill. Each of the committees meeting yesterday based its discussions on the improvement of our product."

The machinery of curriculum, moral and spiritual values, and youth activities and services will be the special concern of new CTA committees to be established in January, the secretary said. An ex-

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panded program in these areas, he said, would implement the new emphasis on long-range planning for service.

Recognizing the long and distinguished service of V. A. Dunlavy and Grace V. Widemann, the Council presented honorary life memberships to the veteran CTA members. Miss Widemann, retired last year, was teacher and principal at Gonzales for 50 years. Dunlavy has served for 37 years as superintendent and principal of Sonora union high school and has been a CTA member for 50 years.

TEPS Report

Myrtle Gustafson, chairman of the Teacher Education and Professional Standards committee and commission, called attention to the newly approved statement of policy, as well as the three bulletins soon to be issued under TEPS auspices. She briefly reviewed the studies of the group leading to the December 29 conference on recruitment. (The statement of policy, to be known as TEPS Bulletin No. 1, is published elsewhere in this edition.)

Retirement

The Retirement Committee, with Chairman J. Allen Hodges reporting, presented two plans with recommendation that they be referred by the Council to the Legislative Interim Budget Committee for a comparative study of costs. The plans would then be presented to the CTA membership to determine whether a change should be made and if so, which one would be preferred.

Hodges also reported that the committee had recommended that consideration of survivorship benefits be deferred, that no retiring person shall receive less than the proportional part of the state minimum of \$170 per month that his years of service bear to 30 years, that the Mason bill (H.R. 5180), providing for income tax exemption on the first \$1500 annual retirement income, be supported, and that funds of the State Teacher Retirement system not be diverted to other purposes.

Tenure Handbook

Mrs. Geneva Davis, chairman of the Tenure Committee, told the Council that the committee had requested the state office to prepare publications for use of local chartered organizations and boards of trustees on the subject of tenure.

A proposal by the California School Boards Association to scuttle the basic tenure law in the Education Code will be strongly opposed.

The following brief resolution, as presented by Mrs. Davis, was adopted by the Council:

1. That no school district contact or contract with an out-of-district teacher for the ensuing year to replace a teacher currently employed unless the latter is notified prior to the action.

2. That no teacher apply for a position held by a teacher in another school district, unless assurance is given that the teacher being replaced has been notified and the position has been declared vacant.

3. That school districts do not use Section 13002 of the Education Code as a



Gardner Johnson, attorney for CTA, thrills State Council of Education with account of legal gains for teachers in court defense of Fern Bruner.

device for weakening opportunities for tenure.

4. That school administrators and teachers alike seek to strengthen professional ethics by a faithful and conscientious performance in line with the Code of Ethics.

5. That any clear violations be referred to the Ethics Commission.

The chairman expressed eloquent appreciation to Secretary Corey and his state staff for the revision and production of the new 74-page Tenure Handbook. Only enough copies were available for the committee's preview but the handbook will soon be available in quantity for all local associations. An additional condensed attractively-designed booklet will be produced by CTA in the spring.

Ethics Policies

Miriam Spreng, chairman of the Ethics Commission, told the Council of the expanding work in the field, of public recognition and respect for the profession's responsibility in self-examination, and of its rapidly developing working policy. The fourth in a series of policy statements by Secretary Harry Fosdick will be titled "Ethics of Criticism" and will appear in the February edition of CTA Journal.

Johnson Speaks

Attorney Gardiner Johnson, CTA counsel, brought a dramatic and forceful account of the Bruner-Tarantino trial to the Council, receiving prolonged applause for the courage and faith of Teacher Fern Bruner. He predicted that the appellate court decision, expected soon, will establish a legal precedent which will protect all teachers from slanderous attack.

CSTA Meeting

Charles E. Hamilton, advisor of California Student Teachers Association, introduced CSTA President Claire Podger, who reported on the "maturing" program of the organization. Now in its 16th year, CSTA has a membership of 2700, with chapters in all but four of California's colleges. One of the aims of the broadening activity program is to increase membership, she said. Hamilton announced that the chapter sponsors had organized to help "bridge the gap between in-service and service."

Conferences on Teaching

Agnes Mills, chairman of the Department of Classroom Teachers, reported a wide range of activities during the past year. She said that a general survey of teacher load and working conditions will be undertaken in the spring by each Section.

Salary Policy

L. Donald Davis, chairman of the Salary Schedules and Trends Committee, reported that the resolution originally suggested by Southern Section and stated above in the Tenure Committee report had been recommended by his committee. A comprehensive and detailed salary policy was offered to the Council and it was approved.

Effectiveness of the nationwide NEA building fund drive was described by Ole Lilliland, NEA Relations chairman.

A resolution reaffirming faith in and support of the United Nations and

UNESCO was read by Jane Jensen, chairman of the International Relations Committee. The endorsement was approved by the Council.

Legislative Problems

Consideration of legislative problems growing out of the current apportionment bill were reported by Paul Ehret, chairman of the Financing Public Education Committee. The report, accepted by the Council, outlined recommendations on junior colleges, small schools, building programs, and apportionment by teacher unit basis.

A study committee will be appointed to develop a long range permanent plan for financing schoolhouse construction based on sound equalization principles. A resolution was approved calling for final apportionment by the state earlier in the year on a basis of preliminary payments computed for the prior year.

The Legislative Committee, chaired by Erwin Dann, heard a review of educational legislation at the recent session and considered suggestions from Sections, affiliates, and committees aiming at future changes in the law.

Assistant Secretary Robert E. McKay reported on recent Attorney General opinions and outlined the constitutional amendments due to appear on the ballot in November 1954. SCA 32, which would permit new exemptions from local tax, was suggested as typical of measures deserving careful study in April, according to Mr. Dann's report to the Council.

Mrs. Mary Jo Tregilgas, Compton teacher, was elected California member of the NEA Relations Commission, to take the office vacated by Ole Lilliland following NEA Delegate Assembly next summer.

Change Defeated

After lengthy discussion of the issues involved in the proposed revision of CTA Standing Rule 18a(1), (debated on pages 18-19 of October CTA Journal) the proposal was defeated 135 to 71 in a secret ballot. The rule as it now stands provides that membership in local chartered chapters of the association is open to all certificated personnel in the area served. The change would have permitted the option of three forms, including groups of administrators alone.

Amendments Voted

The Council unanimously approved a new Section 9 added to Article II of

Robert Gillingham New CTA President

As the meeting of the State Council of Education came to a close December 12, President Rex Turner announced that he had tendered his resignation to the Board of Directors.

"My three years and eight months in this office has been a gratifying service and a privilege I shall never forget," he said. "I accepted the position for a fourth term only because my California friends had urged my NEA candidacy and it seemed expedient to remain in office."

Arthur Corey expressed the regret of the Council and described Dr. Turner's long service to CTA "as a masterful presiding officer and an active leader in the day-to-day operation of the Association."

The Council expressed its appreciation with a long standing ovation.



ROBT. GILLINGHAM

CSTA Executive Council Meets

One hundred and thirty delegates and participants took part in the semi-annual CSTA Executive Council meeting held in conjunction with the CTA Council meeting.

A constitutional amendment to change the method of officer selection was introduced and passed. The proposed change would direct the CSTA Executive Board to select two or more schools to elect nominees for state offices. Officers would be elected by majority vote of the CSTA Council. At the present time state officers are chosen by local chapters. An amendment to change the number of delegates at large from one to two was defeated. A steering committee on constitutional revision was appointed.

Highlighting committee work was a three-day meeting of the Ethics committee to shorten the CSTA Code of

Turner then introduced Dr. Robert C. Gillingham of Compton, vice-president, who will serve in the chair for the remainder of the year. Turner will remain a member of the Board, which elects its own officers.

Gillingham, former president of CTA Southern Section in 1944-45, is an authority on organization and has been a member of the Board of Directors since 1947. He is a member of the executive committee of the NEA and is chairman of the NEA By-Laws revision committee. In addition to numerous professional and civic interests, he is chairman of the Compton city planning commission.

Ethics for publication. The purpose and extent of the CSTA teacher recruitment program was outlined by the Teacher Vocational Guidance Committee. Other committees which met were Membership, Teacher Education and Professional Standards, Publications, and Public Relations.

Sponsors Meet

College sponsors of CSTA chapters at a dinner meeting elected Dr. Charles E. Meyer of the University of Southern California as chairman of the newly formed Sponsors' Advisory Committee. Dr. Charles McDermid of Humboldt State College was elected Vice Chairman. The group laid plans to meet semi-annually in conjunction with the CSTA Council meetings. A sponsor's representative will meet with the CSTA Executive Board at future meetings. Problems of the CSTA recruitment projects and the use of sponsors as resource persons for committees were discussed.

—Claire Podger, President

—J.W.M.

50 Candles on Our Cake

The Five-Decade Story of Sierra Educational News and CTA Journal

FIFTY years ago this month two men stood in the clutter and clatter of a little print shop just off Market Street in San Francisco, eagerly examining page proofs for the first edition of their proposed teachers' journal. A suggestion of that scene is the central illustration on this month's cover.

C. C. Boynton and Calvin Esterly, proprietors and managers of a teacher's agency, were the publishers of California Teachers Quarterly. Their printer was Bolte and Braden Company, 50 Main Street, San Francisco. Both firms have long since dissolved but the brain-child they spawned that crisp January morning is still growing lustily after fifty years.

Edward C. Boynton was the first editor of the quarterly, which for several years consisted mostly of installments of the proceedings of the annual meeting of California Teachers Association. It remained in booklet format for many years, 5½ by 8½ inches, single column to a page, no halftone pictures, and a rough white stock. However, the publication usually contained 64 or more pages. No record of early circulation is now available.

About 1908 the publishers changed the name to Sierra Educational News and Book Review. Effective January 1, 1909, when it was exactly five years old, the California Teachers Association purchased the publication rights including the name.

In the offices of the CTA Journal today are bound files containing every edition since Vol. 5, No. 1, but less than a dozen copies remain of the privately published period. The three copies of the quarterly list the CTA Board of Directors as editors but the edition of December 1907 names R. A. Lee, State Normal School, San Jose, as editor.

Leroy E. Armstrong on June 9, 1909, became the first full time executive secretary of a state teacher association in the United States. He resigned his position as principal of Mastic School, Alameda, to set up an office for California Teachers Association, presumably a corner desk in Bolton & Braden's printshop. Originally his duties consisted mostly in editing the Sierra Educational News, a position he had assumed in January of that year.

Armstrong remained with CTA until April 1912. At that time Arthur Henry Chamberlain, who had served as an assistant for six months, became secretary and editor. Chamberlain had been a leader among the first strong advocates of industrial and vocational education. He immediately launched into an effort to expand the News, pushing it into Arizona with a section devoted to that state's educational interests. In February 1919 he accepted President Wilson's appointment as Chief of Occupational Direction and he took a leave of absence to work with the U. S. Army in Europe.

In April 1919 the Board of Directors appointed James A. Barr acting executive secretary and business manager of SEN. Barr had retired as superintendent of schools in Stockton to become director of the 1915 Panama-Pacific International Exposition. At the same time Dr. Richard G. Boone, professor of education at University of California, became acting editor.

SIERRA EDUCATIONAL NEWS AND BOOK REVIEW

Vol. V.

JANUARY, 1909

No. 1.

PUBLISHED BY THE CALIFORNIA TEACHERS' ASSOCIATION
50 Main Street, San Francisco, California

L. E. ARMSTRONG

Editor and Manager

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10 CENTS A COPY

Editorial Comment

In a New Role

The California Teachers' Association greets you! The plan of having an educational journal of our own is now an accomplished fact; the ideal has passed into the real. Pursuant to the recommendation of the Committee on Affiliation that "a high-class educational monthly journal" be established by the association, the Board of Directors, on January 9, 1909, purchased this paper. Thus it becomes the official organ of the State Teachers' Association, and will be sent monthly to every member of the Association, as provided in the amended articles of incorporation.

Growth of an Idea

The plan of a monthly journal under the editorship of the secretary of the association, was presented by Dr. Morris E. Dailey, in his address as president of the association, at Santa Cruz, in December of 1907. Dr. Dailey's suggestion set the school people thinking. Linked with the question of a journal was the problem of affiliating the several teachers' associations

This is the first page of the
first edition of CTA's publication

Five years later, in April 1923, Vaughn MacCaughy was visiting in San Francisco after serving as Superintendent of Public Instruction of the Territory of Hawaii. He called on his old friend, Dr. Boone, who was confined to his bed with illness. Dr. Boone urged MacCaughy to help out temporarily with the News and a few days later the ailing professor died. MacCaughy became full time editor, a position he held with distinction for 29 years, until his retirement in June 1952.

In response to findings growing out of a readership survey started in 1949, the name of the official publication was changed to CTA Journal, effective in January 1950.

The California Teacher, monthly publication founded by John Swett in 1863 as a result of discussions at the third state teachers institute, was the official communication of the California Educational Society. Originally supported with 300 subscriptions, it received a subsidy from the state legislature in 1865, which continued until 1876. When the legislature no longer gave it official sanction and support, the publication was suspended. Although John Swett was the grandfather of California Teachers Association, it is not historically accurate to infer that he founded an ancestor of CTA Journal. The CTA publication has never received subventions of any kind from the state government.

The bound files of Sierra Educational News and CTA Journal fill a shelf ten feet long. In those pages is the story of thousands of selfless dedicated men and women and the record of their five-decade fight for educational opportunity for the children of California. — J.W.M.

Ernest Carroll Moore

— Scholar, Teacher, Leader

DR. ERNEST CARROLL MOORE, as described in Mr. Harrington's article, was more than a teacher and philosopher. As one of the nine signers of the CTA Articles of Incorporation which were filed with the Secretary of State January 16, 1907, he served a three year term on the Board of Directors of the California Teachers Association.

In the first CTA-owned edition of *Sierra Educational News* appeared an article by Dr. Moore titled "A Plea for Affiliation." In it he described the common interests of all teachers of the state and pointed to the growth of sectional associations of teachers, each working independently. He added:

"It is plain that the associations cannot federate on the basis of membership. They must federate on the basis of representation. Why not organize a California Council of Education, made up of the president and secretary and one representative for every 200 members in each association? . . . It should, as soon as possible, take over the *Sierra Educational News* and make it the organ of the entire teaching body of California."

While a professor of education at University of California, he organized the Scholia Club, which held monthly meetings from 1902 to 1920 in San Francisco. In 1918 he became president of the Los Angeles State Normal School and the following year he became president of California Teachers Association, Southern Section.

It seems fitting that the man who is so widely famed as a scholar should be honored in this 50th Anniversary edition of *CTA Journal* . . . as one of its first contributors, as an organizer of understanding and foresight, and as an education leader of great stature. — J.W.M.

By Johns H. Harrington

A TALL, slightly stooped, and kindly man today quietly watches the continued growth of the University of California at Los Angeles through a grove of eucalyptus trees. At his elbows are Plato and Aristotle, the great leaders of the Renaissance, the builders of modern science, William James and John Dewey, as well as many others to be found among the 7000 books of his library. The kindly man is 82, and he possesses a niche among the leading philosophers and educators of the United States during the past fifty years.

To speak with Ernest Carroll Moore, the giant among scholars, is to have the heritage of the past, of today, and of the future at your fingertips. He would be the last to mention greatness, and he would say that the tens of thousands of students, teachers, and citizens who have been influenced by his thinking and writing have worked and thought for themselves.

It is difficult to determine which of Ernest Carroll Moore's contributions to modern life are most significant. He was president of the Los Angeles State Normal School and then director and first provost of the University of California at Los Angeles. He previously served as superintendent of the Los Angeles City Schools between 1906-10 and has been president of both the Western Association of Colleges and Secondary Schools and of the New England Association of Colleges and Secondary Schools.

Ph.D. in 1898

Despite the distinguished career as an administrator, Moore also contributed to present-day education through teaching posts at Yale, Harvard, and



ERNEST C. MOORE

the University of California. But possibly his greatest influence has been as a philosopher not only through his leadership in the founding of a university and in the classroom but also through his many works in the literature of education. The University of Chicago bestowed upon him the degree of doctor of philosophy in 1898, where he was a student of John Dewey. Since that time he has been an apostle of Pragmatism, his teacher's philosophy, and has had the literary resourcefulness to be one of its leading spokesmen. Moore's writing for half a century has been in terms that every student has been able to understand.

Prime example of this talent as an exponent and translator of the doctrine of Pragmatism is the book *What Is Education?*, a volume published in 1915 which is still one of the most quoted works on the philosophy that it endorses. One of Moore's latest statements on this topic is included in "I Helped Make a University," which was published in 1952 and which gives the first provost's personal story of U.C.L.A.'s beginnings.

Student of Dewey

Although Moore has championed Pragmatism, observers will find that his interpretation is no rubber stamp of the beliefs of his teacher. But there is also no question as to his admiration. During an address in New York City commemorating the late Dewey's seventieth

birthday he said, "We think of John Dewey as the most profound and understanding thinker on education that the world has yet known." Most discriminating and sparing in his use of praise, Moore also commented that his teacher's book *Democracy and Education* was the greatest work on education ever written.

In Moore's books, articles in professional publications, and addresses there are ample examples of his own views as a pragmatic thinker. His description of the job of an educator is a key to his beliefs in this direction:

"The task of the educator is a strange one. He must so act upon others that they will feel, think, and act for themselves. What he himself does, no matter how perfectly, is never the end which he seeks.

"The instruments with which he works—the knowledge which the race has already attained—are not the end either. Like himself and his acts they are but means also. The feeling, the conviction, the reaction of the man inside the learner, is the one thing needful, is the aim of all our striving."

Problems Facing Education

Distinctions between liberal and illiberal education, opposition of the theoretical to the practical, and disparagement of the material by contrast with the spiritual are among the handicaps facing education today, Moore says. In describing the "fatality that hangs about colleges" and that holds them to the past, he adds:

"It is a historic distortion—the liberal culture course. It is ancient, liturgical, fraudulent, aristocratic, and traditional. It exists to impart a general education. There is no such thing. All education is specific.

"As I approach the end of a long life more than usually privileged with opportunities to work in education," Moore reflects, "I am nearly overcome at the thought of the immensity of the undertaking which is named by that word."

Profitless Fight

Because of the vastness and significance of education, Moore terms the philosophy of education as the greatest of all studies. He comments, however, that it is not so regarded by departments of philosophy in universities which "spend their fighting strength on the relatively profitless question of realism versus idealism."

Additional Savings Announced on CTA Auto Insurance

An additional discount of 15 to 20 per cent from standard rates on automobile insurance was announced in December by California Casualty Indemnity Exchange, the official underwriter for the CTA-sponsored teachers' automobile insurance plan.

Don K. Safholm, manager of the plan, stated that effective January 1 the additional discount will apply on all new policies as well as policies renewed on and after January 1.

The dividend or return premium, normally paid at the end of the policy year, has also been set at 25 per cent on premiums paid on policies expiring through April 30, 1954.

The combined saving of the initial discount and year-end dividend will now average more than 35 per cent below standard rates, Safholm said. "This substantial saving is possible," he said, "because the more than 14,000 teachers enrolled in the plan have proved themselves to be preferred risks."

Students of education are criticized by Moore as possessing "too little intensification and too great insularity." He observes that they are not satisfactorily prepared and should be driven away from teacher training until they have spent more effort in history, science, and literature.

Thus it is to the new generation of teachers and educational philosophers that the challenge is carried forward: Moore may declare that studies are "human instruments devised and taught to enable the young to do the work of the world better than their fathers did"; but if the new generation does the job half as well as Ernest Carroll Moore has done, the world will be further ahead in the great "process of life" than could ever be imagined.

Although he has now put aside his pen and spends pleasant sunlit hours with his book and the people he loves, Moore has not forgotten his university that stands beyond the eucalyptus trees. And the words uttered from the platform, in the classroom, and in the pages of his books remain as dynamic as the fierce and humble man who conveyed them. They belong not only to the past and the present but also to the future.

FULBRIGHT ACT SUMMER PROGRAM IS HELPFUL

Howard Roth, French teacher at Marysville, was the only Californian to participate in the summer session under the Fulbright Act. He reports that the six weeks he spent at the Sorbonne in Paris was a great educational experience.

Competition for foreign study opportunity, as administered by the US office of Education, include an oral interview at the regional office, the recommendation of the school employing officer, and a formal application.

Qualifications of the candidate include age between 25 and 40, an MA degree in French, German, or Latin and Ancient History, and three years of teaching experience in the subject.

Under the terms of the Act, the government pays all travel expenses of the teacher from New York to destination and return. These expenses include all tours, theatre, and other excursions. The teacher must pay cross-country transportation as well as room and board during the summer.

Roth says his summer program in Paris would normally be valued at six units of university credit.

The summer programs should not be confused with foreign teaching opportunities on an exchange basis nor the grants of the Ford Foundation. Detailed information is available from Thomas E. Cotner, acting director, teacher programs branch, division of international education, Office of Education, Department of Health, Education, and Welfare, Washington 25, D.C.



And as you march into your different futures, some of you will enter the professions. Some of you will become educators. If you should, don't forget that we here at Pinkerton High are very proud of our salary schedule with its maximum of \$5800 and its yearly increments of \$150, not to mention the . . .



By Mary L. Douglass

AS a junior high school vice-principal, I am much concerned with discipline. Recently we made a study of teacher action in some of the oft-repeated misdemeanors of their pupils. Naturally enough, the majority of answers showed intelligence, regard for the child, and an understanding of good guidance principles.

Solutions (bad as well as good) given by our teachers, in answer to questions asked about specific problems, are given below. Which solutions are good and which bad? What action would you have taken?

1. Chewing gum after having been warned:

Pass waste basket with whole class watching.

At first, ask them to spit it out as inconspicuously as possible.

A straight look and point to waste basket.

Joke about my X-ray eyes and say, "Save your money."

Repeaters sent to office to clean gum off desks after school.

Have offenders buy gum for everyone in class.

Give culprit five or six pieces of bubble gum and have him chew continuously one or two periods.

2. Impudence or sassiness to teacher:

A personal talk with pupil and attempt to find the difficulty.

Home call or send for parent.

Should have attention of Vice-Principal and child should be suspended from school.

Talk to child about being a lady or gentleman.

Tact by teacher will avoid this.

I find this usually happens when I am tired and don't have the right attitude.

Try to "kid" them out of it.

Refuse to have anything else to do with child until apology is offered.

Say, "I didn't hear you, will you say it again?"

Out they go!

3. Defiance when asked to do something:

Do not make unnecessary or arbitrary demands. Sometimes our demands seem unreasonable.

No defiance if atmosphere permissive. Paddle applied to glutius maximus.

Severe office punishment. Turn over to Vice-Principal.

Ask only once and then wait.

See that student does what is asked of him.

Out they go!

Sometimes to ignore the student deliberately and ask someone else is pretty good psychology.

Talk to father and mother.

Tell them I don't care if they don't do it, but that they aren't cooperating with the class. Usually brings pressure from within the class.

4. Talking too much:

Impress upon class the need for co-

operating, courtesy, and classroom democracy.

Check against citizenship.

Trip to office.

Detention for slow learners—average and above average students, a pep talk after school.

Get social disapproval by making the whole group suffer.

A straight stare, a finger to the lips or a soft call of the name.

Keep record of each offense and read to class at end of period.

Separate from friends.

Make student talk for five minutes while other work stops.

Give special responsibilities.

5. Failure to come when given detention:

Send to Vice-Principal.

Give second chance if reasonable excuse, then call on office if doesn't come.

"F" on citizenship record.

Sufficient cause for suspension after second chance.

I give no detention—invite them to come after school to make up work.

Be consistent—never allow a slip-up. They never get another opportunity or favor from me.

6. Shooting things with rubber band:

Clean ammunition off the floor after school.

Explain dangers involved.

Stay after school on second offense.

Office on third offense.

Inform parent.

Take to office for the "board of education."

Tell story about girl who lost an eye. Shoot at target for forty minutes after school.

7. Failure to bring books or other supplies:

Do work after school.

May borrow from teacher before period starts. Get deposit from students. Teachers should never lend supplies.

Points off grade.

Daily check on this point.

Charge for pencils.

Let them sit for a day or so silently.

Appoint another member of class to see that supplies are brought.

8. Continually out of seat without permission:

Try to invent errands, jobs and diversions for nervous high-strung individuals.

Assign seat directly in front of teacher's desk.

If continued, call in parent and/or suspend.

A meaningful stare.

Send to office for late permit.

Write fifty sentences each time.

Stand in corner.

Give work you are sure child can do.

An efficient class president can often help.
 Make student walk around room couple of days—don't allow to sit down.
 Escort back to seat with much ceremony.
 Have student keep score on self as to how many times out of seat and report to you after class.

9. Too many wisecracks:

Stress cooperation, courtesy, democracy.
 A private talk helps.
 Embarrass the student by showing him up for what he is.
 Show child he is being stupid and silly.
 One place where some sarcasm can be used.
 Allow fun within reason, but try to instill in students that there is a time and place for everything.
 Give them legitimate reasons for a laugh regularly.
 Have organized laughs for his jokes.
 For repeaters, say, "That's very interesting. Joe. can you also tell us—?" and present him with a bona fide question on the subject being studied.

10. Swearing:

Personal interview—discuss personality and what people think of him. Some students do not realize they are swearing.
 Enforce the law which provides for suspension.
 Send to vice-principal.
 Not troubled—have to watch myself.
 Apologize.
 Talk to parents about problem.
 Ignore part of it.

11. Failure to turn in assignments:

Lower grade.
 Special class after school to make up work.
 Conference with student—second time, conference with parents.
 Correction and return of all assignments usually helps.
 If lack of ability is the problem, give special assignments.
 Stress the importance of being dependable.
 Miss out on special privileges given to class.

12. Trying to attract opposite sex at every opportunity:

Isolate—break up bad seating combinations.
 Surround by own sex.
 Is this wrong?
 Have a sense of humor about a very natural phenomenon.
 Personal counselling.
 A little gentle sarcasm.

Kid about "love birds."

Have more social activities with both boys and girls present.
 Let them sit in the same seat for a while—the suggestion is usually enough.
 Tell them to confine romance to proper place and time.
 Ignore and try to keep them busy.

13. Writing notes:

Ignore unless bothers other students or interrupts class procedure.
 Tear it up (showing disapproval with a look) and go right on with work.
 Read note to class—not if it puts child at a disadvantage.
 Private talk.
 If repeated, suspension from school.
 Practice handwriting after school.
 Keep too busy to write notes.
 Write 100 times "Note writing is not done in class."
 Put notes on the bulletin board if persist in writing them.
 Let them write notes or talk unless class disturbed.
 Wish they would do that instead of talking.
 Write a different note to everybody in class to be turned in next day.

14. Writing in books:

Discussion on care of public property.
 Offenders clean up defaced books.
 Pay for damage.
 Check books out to students for which they are responsible.
 A few caustic remarks about the type of people who do such things.
 If writing is obscene, turn over to office.
 Give them paper and tell them to write on that.

15. Cheating on a test:

Personal interview to try and impress upon him educational futility of cheating.
 Place "O" (not an F) on child's record.
 A pre-test "lecture" on cheating helps.
 Letter to parent.
 Try to build up self-respect.
 Ten per cent off grade.
 Proper supervision during test will often avoid.
 Let him do it and talk to him later.
 Person copied from also received "F."

16. Apparent play for attention:

Ignore as much as possible.
 Check against citizenship.
 A public lecture on why people play for attention, what class thinks of such people—in other words, class disapproval.
 Give the attention. It must be needed.
 Sarcasm for some students.
 Ask them to count noses, and then appeal to sense of fair play.
 Let him entertain the class.
 Give job or responsibility to make him feel necessary in the class.

There were several other misdemeanors, such as fighting, funny books, and stealing, which were commented on by our teachers. However, those listed will suffice to give a cross section of teacher opinion.

As might be expected, there were many different opinions and, as stated before, some of these were good and some were bad. From my experience as a teacher and from observing many good teachers I have known, I have

(Continued to page 28)



But why ring fire drill when we have a flood?

She Teaches Overtime

By Lambert W. Baker

MRS. Vera E. Jarvie, a first grade teacher in the Carlsbad Union School District, Carlsbad, has seen a need in her community and is attempting, on her own time, to meet that need. The need, one which is felt in many Southern California communities, concerns the large group of Spanish-speaking people who, as yet, do not know the English language, and who have children enrolled in the public schools. Mrs. Jarvie has set out to counteract that need by setting up a class in which Spanish parents may learn our language.

It all started about a year ago when Mrs. Jarvie found herself teaching a class in English at the adult education level. While teaching the class, she discovered that she wasn't reaching the people she needed to reach—the Spanish parents of children attending the public schools. She asked herself, "How is a child whose parents don't understand our language going to make the progress he should in school when he hears nothing but Spanish at home?" She decided to do something about this problem and went back to her school with an inkling of an idea in her mind, an idea concerning a Spanish Mothers' Club. That idea is now a much-appreciated reality in the community of Carlsbad.

After-School Class

The Spanish Mothers' Club meets presently in the first grade classroom of Mrs. Jarvie twice a week, after the children have gone home. They usually begin their meetings at 2:30 p.m. and are not restricted as to the amount of time these meetings may take. Some of the meetings are short, others long, depending upon the interest shown by the group. Most of the meetings are of the latter variety, for the interest of the attending mothers is high. The present group consists solely of mothers who have little or no understanding of the English language. The group includes two grandmothers of primary and intermediate grade children; four mothers of older children who drive from a distant community to attend the

classes; six mothers of primary children, three of them coming as parents of children from Mrs. Jarvie's first grade class; and two other ladies who come, not as parents, but just because they want to learn our language. Sometimes the class attracts up to twenty participants, although those mentioned above usually comprise the regular members of the group.

Informal Teaching

Mrs. Jarvie, who has an excellent understanding of the Spanish tongue, operates her classes informally, attempting at all times to keep the members of the group at ease. She draws up no formal lesson plan but lets the interest of the group design the lesson. For instance, during the recent presidential election she taught the ladies English words which described our American form of electing a representative government. With the nation keyed to a high pitch because of the election, naturally the group was motivated to learn words which described that election. Mrs. Jarvie takes advantage of opportunities like this because of the high interest value and the subsequent easier learning situation, the result being that the attending mothers find themselves able to pick up our language little by little with no great difficulty.

Mrs. Jarvie also makes use of the regular first grade reading books, the books which are used by the children in her class in their everyday reading groups. These books contain the basic words and there is high motivation among the mothers to learn to read them, because their children are reading the same books. Mrs. Jarvie is hopeful that if mothers read the same books that are read by the children that a good learning situation will develop, and also that the mothers will more easily understand what the public schools are attempting to do for their children.

Many visual aids are used; in fact, many of the same aids used in a regular first grade classroom are also used in the Mothers' Club. They consist

of pictures, charts, chalkboards, etc., and help greatly in the developing of reading ability at the adult level. Sometimes the mothers will sit at tables and draw or construct some of the things they have been talking about, sometimes they work at the chalkboard, and sometimes they form small discussion groups. A very healthy, vigorous learning atmosphere is always felt when one steps into Mrs. Jarvie's Mothers' Club.

Gets Good Results

Mrs. Jarvie rates the value of the Mothers' Club high because of four basic reasons which formed the foundation upon which this activity began. They are: (1) Whatever is done to create better understanding between the home and the school is good; (2) Whatever help we can give to integrate the Mexican-American culture, which is so rich and worthwhile, into our culture is good; (3) Whatever fosters happy family relationships is good; (4) Whatever stimulates an intellectual interest in an individual is good. The results which are pictured in the faces and actions of the mothers who attend her classes show that these reasons are most certainly valid ones.

As long as the mothers are interested and continue to show the enthusiasm that they are now showing in their learning of our language Mrs. Jarvie will carry on her fine work. And as long as there are teachers like her, who are so willing to give of their own time to satisfy a need in their community, the education profession will grow out of ground nurtured and made rich through its own contribution to humanity.



But just think, Miss Schmidt, the children will treasure the memory of this field trip all their lives.



Fifth graders deposit letters in tree marker, planning to return in Year 2000 to reexamine their contents.

"Dear Future"

By Jean Grenbeaux

DANNY frowned like any other fifth grader in the process of writing a letter. He stared at the unmarked paper and then with a broad grin began his letter "Dear Future." Yes, Danny was writing a letter to the future and with good fortune he should be able to read it at the ripe old age of fifty-seven years. Like every other child in the class, he was preparing a letter to be enclosed in a child-made cornerstone for the new school. According to the children's plans they hoped to join together in the year 2000 to open the cornerstone and read their letters and look at the old pictures enclosed.

In our district, like so many others throughout the state and nation, we are in the process of building new schools. Naturally, the children moving into these new schools are intensely proud of them. In order to help maintain these new facilities in as good condition as possible we instituted a program to enlist the cooperation of the children by making them feel that it was their school. Several techniques were applied and an end of the year evaluation showed that the school plant had benefited greatly from the special care given by the children to the classrooms and other facilities.

Our child-made monument was one of these techniques which we integrated with other activities to form a highly efficient program which achieved very desirable goals in the creation of wholesome attitudes, improved conduct, and more economical plant operation as well as constructive experiences for the child.

We have always encouraged the children to purchase and plant a tree

on the school grounds during Conservation Week. However, this year we realized that the landscape architect had not yet planted the trees at our new school and this would give the children the added incentive of being able to plant the first tree on the school grounds. In our fifth grade we began to discuss trees and their importance and it wasn't long before one of the children discovered that there were no trees on the grounds. Others recalled how they had planted trees in the past. Soon came a suggestion that we plant a tree, the first tree for our new school.

Win Prize for Salvage

The problem of obtaining money for the purchase of the tree was solved by the P.T.A. salvage drive which offered a small cash prize for the room bringing in the largest amount of clothing and rags. The prospect of buying a tree proved a powerful incentive and the class worked like beavers gathering enough materials to win the prize. Once we had the funds for the tree, the problem arose as to the location of the tree and the type of tree. We called in an expert, who told us that the grounds were being planned by a landscape architect. With the help of the landscape architect's plans a tree site and a type of tree were selected to conform with the overall pattern.

Before we had an opportunity to plant the tree one of the children suggested that it might be appropriate to place some kind of marker at the foot of the tree. We discussed types of markers and monuments and the conversation moved on to include corner-

stones. One of the class recalled a recent newspaper article about an old building that had been torn down and the cornerstone opened and the records of bygone years had been reviewed. The class wished that we had been able to have a cornerstone for the new building. One of the children suggested the possibility of combining a cornerstone with the tree marker. We worked on this idea for a while and it seemed reasonable. A committee was elected to investigate the various types of monuments we might build. They finally designed a small concrete block which would contain a metal box filled with documents, letters, and pictures. The size, shape, and capacity were determined during arithmetic period.

Use Arithmetic

We calculated the cost of necessary materials after class members had investigated the cost of cement. A list of materials was compiled and when the cost was computed we were again faced with the problem of obtaining enough money. We felt that simply to solicit funds would somehow deprive the project of its importance to the child. We agreed that each member of the class would sell his services at a set rate and that the proceeds would be used to purchase the materials. The children discussed the various job possibilities in their neighborhood and nearly all of them found jobs to do. These ranged from baby sitting and lawn mowing to house cleaning and car washing. Some parents kindly offered to help by contributing some of the materials. The keen interest on the part of the children readily communicated itself to the parents and they were quite willing to help.

They Write Letters

Now that we were ready to build our cornerstone there arose the question of what to put inside. Naturally we each wanted to put in a letter addressed to the future. Standards were made and we discussed the contents of the letters. During our Language Arts period each child made the first draft of his letter and read it to the class. Revisions were suggested and final copies made. We felt that our principal and the president of the P.T.A. should have a chance to contribute a letter. A committee was elected to see the principal about the matter and a class letter was written to the P.T.A. president. They both responded with wonderful letters which were placed with ours. Also included in the plastic bags which were placed in the metal box were pictures of the children and the school, stamps, coins, and clippings from magazines showing our houses, cars, and so forth. A copy of the daily paper for that day was also included.

Before the actual construction of the cornerstone we decided on rules for conduct and how each job was to be done and to whom it should be assigned. Some were to dig a hole for the tree, others would place the tree in the hole and fill it in. One boy was assigned to turn on the water and still another to wet down the concrete. Because all the boys and girls had jobs of importance to handle they were far too busy to get into difficulties during the ceremony. This was especially important because the children had sent out invitations to people in the community to see the laying of the cornerstone.

Build Monument

The building of the monument was not especially difficult and almost anyone with a small degree of skill could do the same thing with a minimum of help. We used a ready mix type of cement that needed only water added. A mold was built from scrap lumber and set in place. Actually the mold is a box without a bottom or top. Ours was 18 inches wide and 12 inches tall. The front sloped backwards, making the bottom 18 inches from front to back and the top 12 inches deep. The name of the school and the year were cut out in block letters from 3/4-inch wood and nailed to the inside of the front of the mold. If this is done properly in reverse it will indent the inscription on the face of the cornerstone.



GRANT W. JENSEN (center) receives an award of merit from the National Association for Conservation Education and Publicity, for his leadership in the production of a new State publication, "Teaching Conservation in California High Schools." Jensen is principal of Shafter High School. Presentation is made by George Roehr, consultant in Secondary Education from the State Department of Education (left) at recent meeting of Region III, California Association of Secondary School Administrators, in Fresno County. Paul Goodwin, principal of Reedley High School, and director of Region III of CASSA, looks on. The National Association for Conservation Education and Publicity is composed of professional conservation education and information personnel employed by natural resource agencies of forty States and one Canadian province.

Several inches of concrete were poured into the bottom of the mold before the metal box containing the letters was placed inside. We wrapped everything in a plastic bag for extra protection. After the box was in place the remainder of the cement was shoveled in. The top was smoothed over and covered with damp sacks. We kept it wet for several days and when the concrete had hardened we took off the wooden mold and our cornerstone was complete.

The finished product was a neat and unique addition to our school. The educational objectives achieved in its construction were many and worthwhile. The children were made to feel a sense of creative success in doing a valuable community service. Their sense of identification with the new school was intensified and this was reflected in greater pride in the cleanliness of the school plant. A great deal was learned about the subject of conservation from the selection and planting of the tree. Teamwork, cooperation, and unselfish effort were an

integral part of the entire project and each child played a worthwhile and satisfying role in attaining a common goal.

Improve Skills

However, the greatest educational success was presented in the opportunity given to utilize and improve basic skills in computation and communication. The children made great progress in penmanship, composition, letter writing, and the expression of their own ideas. The letters to the future were real sources of motivation in the language arts and the exchange of ideas on subjects of real group interest involved all the children.

Third grader Robert came to a hard word in his new reader. "Do you know this word?" he asked his teacher. "It's beyond me."

Even yard duty had its humorous side when a little boy ran up to me and asked, "Is this your hard duty day?"

—Contributed by Auril Wood

Health Plan Tested

The CTA advisory insurance committee released a questionnaire in December to CTA members enrolled in the statewide CTA Blue Cross health plan for the purpose of obtaining member reaction to value and effectiveness of the plan.

Results of the survey, according to Dr. Frank Parr, assistant executive secretary, will assist the committee in making recommendations to the Board of Directors regarding possible expansion or modification of the plan to meet the needs of teacher members.

CALENDAR

January 8—CTA Classroom Teachers Department; northern section. Sacramento.

January 8—CTA Central Section; officers and committee chairmen. Fresno.

January 8—CTA Southern Section; board of directors. Los Angeles.

January 9—CTA Bay Section; council meeting. San Francisco City College.

January 9—CTA Central Section; council and committee workshops. Fresno.

January 9—CTA Northern Section; council meeting. Sacramento.

January 9—CTA Southern Section; council meeting. Los Angeles.

JANUARY						
SUN	MON	TUE	WED	THU	FRI	SAT
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17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

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IN '54!

January 14—National Vocational Guidance Association; southern California branch meeting. Los Angeles.

January 14-16—Audio-Visual Education Association of California; state conference. Santa Rosa.

Walter Maxwell Joins CTA Staff

WALTER MAXWELL, 40, executive secretary of the Arizona Education Association since June 1942, will become a field representative on the staff of the California Teachers Association this month.

Maxwell will be the eighth executive of the Field Service staff, joining with Harry Fosdick, Erwin Howlett, Robert Rees, Ted Bass, and Arnold Wolpert. Harold Kingsley is acting director and Robert E. McKay is assistant executive secretary in charge of field service and publications. The new staff man will make his headquarters at the CTA building in San Francisco and his primary service will be in the Bay area.

A native of New Mexico, Maxwell

spent most of his life in Arizona, where he took his B.A. degree from Arizona State College at Tempe. He earned his Master's degree in education at USC in 1942.

During his 12 years as executive secretary of AEA, teacher membership



WALTER MAXWELL

January 16—CTA Ethics Commission. San Francisco.

January 16—CTA State Board of Directors; regular meeting. San Francisco.

January 19—California Association of School Administrators; commission on public school administrative practices. San Francisco.

January 22—California Junior College Association; executive committee. Bakersfield College.

January 23—CTA Committee on Moral and Spiritual Values. San Francisco.

January 23—CTA Classroom Teachers Department; central section executive board. Fresno.

January 23—California Industrial Education Association, Southern Section; annual fall convention. Santa Monica.

January 29-30—CTA Southern Section; 3rd annual conference on good teaching. University of Southern California.

January 30—CTA Committee on Youth Activities and Welfare. San Francisco.

February 6—CTA Southern Section; board of directors. Los Angeles.

February 6—California Association of Women Deans and Vice Principals; northern region executive board meeting. Sacramento.

February 6—Northern California Guidance Association; winter conference. San Francisco.

February 8-13—CTA Central Section; field conferences. Merced, Madera, Fresno, Kings, Tulare, Kern Counties.

grew from 2300 to 5500, with complete unification of NEA and state association dues. He was successful in a legislative program for many years, laying the groundwork for a strong tenure law and retirement system. He led a campaign to improve teachers' salaries and pushed through legislation providing for increased state aid.

Active in civic as well as professional affairs, Maxwell was elected a member of the Phoenix City Commission and helped in a reorganization of the city government, strengthening the position of non-political administrative officers.

For the past three years Maxwell has been a member of the executive council of the National Association of Secretaries of State Teachers Associations and is serving as vice-president this year. In 1949 he was president of Phi Sigma Sigma, a national fraternity of men on teacher association staffs.

Mr. and Mrs. Maxwell expect to make their home in the San Francisco area early in January. A married daughter is their only child.

A Statement of Policy

of the CTA Commission on Teacher Education and Professional Standards

(as approved by State Council December 12)

THE formation of the Commission on Teacher Education and Professional Standards was authorized by the California Teachers Association on April 5, 1953. By-laws of the Association empower the Board of Directors to appoint a chairman and six members for three-year terms. It is the policy of the Board to select as members of the commission representatives from a cross-section of professional educational personnel.

Supplementing the Commission, and acting as liaison with regional and local segments of the Association, is the Association's Committee on Teacher Education and Professional Standards. The Committee, a forerunner of the Commission, originally stimulated the creation of the Commission in order to promote action on recommendations for improvement of teacher education and professional standards. The Association will continue to maintain this statewide committee as an aid to the Commission.

THE COMMISSION'S OBJECTIVES

The Commission is charged with the responsibility of conducting for the California Teachers Association a continuing program of maintenance and improvement of standards for professional personnel employed in California schools. In implementing this responsibility the Commission will emphasize two broad functions. First, it will serve as a means by which all members of the organized profession engaged in education in California will have opportunity to study and participate in formulation of desirable standards which are to be applied through appropriate channels to members of the profession. Second, it will seek through cooperative processes to mobilize professional support for application and enforcement of such standards by the legal authority of the State Department of Education. The Commission recognizes that increased effectiveness of public educational services depends largely on efforts of the organized profession itself to develop procedures through which competent personnel can be attracted to and retained in the profession.

The objectives of the California Commission on Teacher Education and Professional Standards are:

1. To encourage more effective pre-service programs of teacher education through the teacher-education institutions of the state. Problems of selective admission to teacher education and provision of a balanced program of general and professional education with adequate laboratory experiences are of concern to the profession.
2. To encourage continued growth of professional competence while in service. The development of necessary resources in public school systems, colleges, and universities to insure continued growth in-service is important to the profession. The related problem of coordinating pre-service and in-service education demands attention.
3. To maintain standards and encourage improved procedures in the legal certification of personnel. The certification or "licensing" program required by State Laws re-

flects the standards of the teaching profession and the will of the public. It therefore deserves the continuous scrutiny of the profession. There is need for the profession to develop action programs looking toward more valid and effective certification standards and procedures.

4. To encourage recruitment, education and retention of an adequate and balanced supply of professional personnel for public school service. The Commission is concerned with the apparent public apathy regarding the shortage of qualified teachers. The Commission proposes to give leadership to the Association's program of selective recruitment.

The Commission proposes to examine and urge adoption of procedures that will lead toward realization of these four major objectives. It intends, from time to time, to report on progress in achieving these objectives.

THE COMMISSION'S PROCEDURES

Provision for Communication. The Commission recognizes that accomplishment of its objectives demands cooperative procedures involving state, regional and local organizations. It proposes to coordinate its program with those of other established agencies and especially desires to maintain close communication and cooperative relations with the following organizations:

1. The Teacher Education and Professional Standards Committee of the California Teachers Association.
2. The State Department of Education.
3. The California Council on Teacher Education.
4. The National Commission on Teacher Education and Professional Standards.

There is the additional necessity of two-way communication with the affiliated organizations of The California Teachers Association and lay, fraternal and professional groups interested in the professional standards movement, especially the California Congress of Parents and Teachers, the California School Boards Association, the several associations of school administrators, and other similar organizations.

Relations With Teacher Education Institutions. Among California's higher education institutions, public and private, presently accredited to recommend for credentials there are many differing programs in pre-service teacher education. The Commission recognizes the reasons for this variation and desires to support institutions seeking experimentally to provide more adequate procedures and resources. The organized profession is directly concerned with all reasonable efforts toward finding satisfactory solutions to such problems as financial support of teacher education, provision of adequate teacher education personnel, and improvement of the laboratory experience program.

Provision for Research. The Commission recognizes and provides for basic research in fields relating to teacher education and professional standards. There will be instances in which the Commission carries out its own research projects and occasions when it coordinates or provides sponsorship for research. Its research functions may be listed as follows:

1. Identifying major problems needing research in such areas as teacher supply, teaching competence, certification, institutional accreditation.
2. Serving as a central agency to coordinate research.
3. Assisting other agencies involved in research.
4. Providing for interpretation and dissemination of research findings.

Provision for Local Participation. As a means of involving many members of the profession in the program the Commission will encourage the formation of professional standards committees attached to local teachers associations. Local groups can provide a means whereby many more teachers are informed concerning the problems of teacher education and professional standards.

Future Statements of Policy and Action

In pursuance of its four major objectives, the Commission will encourage new problems, and possibly define new objectives, accordingly it will have occasion to issue future statements of policy as it identifies and studies specific problems relating to teacher education and professional standards. The Commission solicits the interest, approval and support of California teachers in carrying on its program.

The Statement of Policy above will be published as TEPS Bulletin No. 1. Bulletin No. 2, a revision of Dr. Lucien Kinney's article entitled "Charge Dismissed" in the November edition of CTA Journal, will be published this month by CTA.

PLACEMENT FEE REDUCED TO 1½ PER CENT

At its meeting in Los Angeles December 12 the CTA State Board of Directors approved a change in the fee schedule for services provided by the Placement Office at CTA State Headquarters in San Francisco.

For a number of years a charge of three per cent of the annual salary has been charged when a candidate is placed through the efforts of the Placement Office. The change has been assessed to help cover the cost of placement service. However, the substantial increase in teachers' salaries in recent years has led the Placement Office to re-examine its fee schedule. On recommendation of the Placement staff, the CTA Board of Directors has approved the following changes:

1. A new fee of \$5.00 will be charged at the time of registration to cover the cost of preparing the candidate's file. This will be an annual charge for active registration.
2. The placement fee will be reduced from three per cent (the current charge to those who are placed by CTA) to 1½ per cent of the annual salary. It is estimated that this change will save the candidates an average of \$60 per placement.

All placements made after January 1, 1954, will be subject to the new low rate. Candidates who signed contracts prior to that date but who are placed subsequently will be charged the lower placement fee.

Teacher Shortage to Be Studied at Meeting

Aimed to develop master plans for a coordinated effort to balance supply and demand for qualified teachers at all levels, the National Commission on Teacher Education and Professional

Standards will hold a regional conference at Timberline Lodge, Oregon, January 18-19.

The Commission, a department of NEA, has scheduled five regional meetings to be concluded in March. Each will join in a long-range national attack on the teacher shortage problem.

Several members of CTA's Commission on Teacher Education and Professional Standards, as well as TEPS leaders in CTA Sections, have made reservations to attend the two-day study conference. Charles Hamilton will represent CTA staff.

Meet Knotty Problems at Weekend Conference



CTA STAFF EMPLOYEES, members of the Board of Directors, and their families had their first extended joint staff conference November 27-29 at Asilomar on a careful appraisal of future planning.

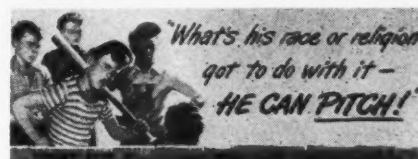
Led by Executive Secretary Arthur Corey, the staff divided into departmental discussion groups Saturday morning. In the afternoon these groups presented recommendations, which were summarized in eight major fields of inquiry.

Sunday morning study groups offered suggestions regarding objectives on: the legal status of the teaching profession, the integration of field service and public relations, coordination with affiliates, leadership training and individual participation, a commission study of curriculum, and improvement of communications.

Proposals regarding the establishment of a curriculum commission of CTA were presented two weeks later to the State Council of Education. Other plans and problems discussed during the Thanksgiving weekend will give the Board of Directors fresh objective through the year ahead.

One hundred and sixteen people attended the staff conference, including 19 children under the age of 11.

The picture above shows six of the nine members of the Board meeting briefly with Secretary Corey at the conclusion of a luncheon in the great dining hall at the Pacific Grove conference grounds. Shown are Jack Rees, Stanley Brode, Robert Gillingham, Arthur Corey, Rex Turner, Erwin Dann, and John Palmer.



Unique in the field of preparing materials on themes of democracy is the Institute for American Democracy—a non-sectarian, non-profit, public service agency located at 212 Fifth Avenue, New York City. In 10 years of IAD operation, its carcards have appeared in 170 transportation systems—in 150 cities of the United States. And its posters, blotters, bookcovers and bookmarks have been purchased at cost by teachers, principals and superintendents of more than 9,000 public, private and parochial schools.

Commendatory letters which flow into the IAD offices from these educators are evidence of the value of the materials. They have been used effectively in the teaching of the social studies and in focusing the studies of English, literature, speech and drama around the subject matter of human relations.



A Garden Unit Helps

By Leah Nowell

IN California, where new communities spring up overnight and new schools are the rule rather than the exception, many of us have the problem of attempting to stabilize interests and assisting groups of families in getting their roots established and feeling that they "belong."

Our school is in the center of such a community. We opened our doors for the first time in September of this year. We desired a real "community school." We realized that our children would have previously attended many different schools and that parents would observe our procedures with a critical

eye, ready to criticize things that had been done differently elsewhere. Therefore, our first task was clear. It was necessary to plan many things to bring the parents into the school program and to interpret our methods to them in ways they could understand.

At a faculty meeting held shortly before the opening of school, we decided that each teacher would choose "Our Garden" as his initial unit of study. Considerable discussion brought out the facts that this topic would be ideal for many reasons.

The physical set-up was advantageous since each class had an outdoor classroom with its own planting area. The children already had some background knowledge for this study. It would offer excellent opportunities for extension to more formal classroom work. It would unite all of the students in a common endeavor. It would enable the parents to participate actively in the school instructional program.

Parents Participate

The results have been so gratifying that I felt we should share them with others who might be interested. Shortly after the initiation of the unit, fathers and mothers visited the school, bringing plants, garden tools, fertilizer and peat moss. After class discussions, children carried their interest into their homes, and they returned to school the following days with suggestions their parents had contributed. Several interested fathers came to the classrooms at the invitation of the teachers to explain certain garden phenomena. Children and parents alike seemed inspired with the thought of beautifying their school and teachers reported that this attitude carried over in classroom accomplishments. As the plants grew and blossomed, not only their gardens but the entire school became their very own—for they had a hand in planning it. Amazingly enough, teachers found that the students' pride seemed to become an integral part of their thinking and children censored each other if paper was dropped on the school grounds, or if a forgetful child failed to wipe the mud off his shoes before entering the classroom.



Broad Understanding

This unit offered innumerable opportunities for teaching. It gave impetus to every area of study. Planning periods, discussions, and evaluations were essential. Garden books were consulted, letters were written for information, and stories and reports were written and compiled. It provided additional opportunities for clarifying arithmetic procedures. Plots were measured to determine the number of seeds to plant; materials were divided equally so everyone could participate; counting, adding, and subtracting became words instead of symbols to primary children. Charts were drawn to scale by older girls and boys. Science became a living thing. The soil and its elements, the warmth of the sun, water, fertilizer, roots, bulbs, and seeds became realities. They worked with them every day. Plants were classified by experience rather than by rote. The classroom had become a laboratory. Creativity was fostered by garden murals, and illustrated books of stories and poems. Even songs were composed and written about their flowers.

Parents were invited to visit the classrooms while school was in session. Many took advantage of this opportunity and expressed approval of the fact that not only were the essential three R's well-taught, but that the classroom program had been broadened to include all other desirable aspects of modern education.

It is now only a few short months since school has begun, but we feel that we are one happy family of parents, teachers, and children who believe that this is OUR school—the only school to which we want to belong.



Mr. Bisbee, the children would like you to portray a rather unusual role in our New Year's play.

MIGRANT CHILDREN **Fresno County conducts a significant project**

By Roy E. Simpson

Superintendent of Public Instruction

TO the most casual traveler in California, it is immediately evident that stupendous effort is being directed in almost every school district to provide buildings and teaching personnel essential to meet the unprecedented increase in school enrollment. Anyone willing to make a more penetrating and analytical study of the situation will find districts that have increased enrollment tenfold or more in the past decade. The thoughtful student of the social scene will be struck by the inability of our colleges to produce a supply of teachers fast enough to staff our rapidly growing schools. Such an observer might well raise the question whether a high quality of service to children and youth can be maintained in the face of these conditions. No doubt the quality of education has been impaired because of large class enrollments, double sessions and the necessity of lowering standards for the professional preparation of teachers.

In the light of these inescapable facts, which might discourage the most stouthearted educator, the report of activities resolutely directed toward the improvement of educational service to the children of seasonal workers seems to indicate that difficulties serve only as a spur to a bold attack on problems which long have been a source of continuing concern on a state-wide and nation-wide basis.

Help for Migrants

Fresno County has launched a project designed to improve the educational program of migrant farm workers. Certain schools have been designated as pilot schools. Intensive service of the project director is being given to these schools in developing materials and methods which can eventually be made available to all elementary schools enrolling migrant children.

California has given attention to the problem of the education of children of migrant farm workers for nearly thirty years. Federal and State commissions studying many aspects of the problem of migratory agricultural labor have pointed out four basic needs of

these workers who are so important to the agricultural economy of states requiring seasonal farm labor. The solution to the problem lies in (1) full employment, (2) decent housing, (3) available health service, and (4) education adapted to the needs of migrant children, youth and adults.

Social Problems

Obviously, the ultimate cure of the problem is the elimination of migrancy. Farmers in the San Joaquin Valley have given careful consideration to the development of an agricultural pattern which makes permanent homes possible for the family with workers being transported from centers to carry on seasonal processes essential in a wide variety of crops. With permanent homes, families are able to secure the services the community provides in education, health, and social welfare. Ultimately, the family may own its home and become participating and contributing members in the many groups which constitute a stable community. As a matter of record, this has been the history of many families who came into California as migrant workers. It is, in fact, the current chapter in the history of a pioneer people who moved westward to seek a better way of life for themselves and their children.

Although students of the problem envision the time when migrant farm labor will no longer be needed, the problem of providing education for the children continues at the present time to be a serious one. The Fresno County Project recognizes the need of emphasizing physical and mental health, citizenship, home living, and preparation for useful life work. To be sure, these are the needs of all children but they require special emphasis for children whose education may have been most sporadic and whose out-of-school experiences contribute little to the establishment of personal and social standards.

Fresno County educational leaders have been aware of the problem for many years and substantial progress has been made. In background material around which the current efforts are oriented the following problems are identified and briefly described:

(Continued to page 26)

What I'd like to know is

Q. How and why has our teachers' retirement system failed to keep up with that of the state employees? We have our state retirement committee, our representative at Sacramento, and still it is going to be two years before we can obtain benefits similar to those of state employees.

Ans. Few teachers seem to realize that the CTA state retirement committee in 1943 proposed a retirement plan set up on a pattern similar to that of the state employees system. It was passed by both houses of the legislature and then vetoed by the Governor when he received volumes of protests from teachers against giving up the \$600 permanent fund benefit.

There are other factors now forgotten which played a part in determining the philosophy of the teachers' retirement system. Teachers believed that benefits paid for prior service, toward which no contribution is made by the member, should be equal to all members. Under the state employees system, the high-paid member receives much larger grants for prior service from the state than lower salaried workers, without additional contributions.

At the time the present teachers' retirement system was adopted, this worked to the advantage of the classroom teacher. Now that teachers are climbing to higher salary brackets, they too would gain from the state employees' philosophy of benefits scaled in proportion to highest salary received. In short, the higher the salary, the greater the advantage under the state employees' system.

Due to failure of the 1943 bill, the legislative interim committee in 1944, with the cooperation of the CTA retirement committee, devised the compromise plan adopted that year. It has been improved by reduction of retirement age and increase of benefits in 1947 and 1950, and removal of the salary ceiling in 1952.

At the time each of these improvements was incorporated into the system . . . and even when the original

plan was adopted . . . the CTA faced the complaints of hundreds of teachers who fought the increase because larger benefits meant bigger deductions from the monthly warrants. Young men, especially, protested that they could not afford an improved retirement system, even though they knew it was a good investment.

From these competing interests, the teachers' retirement system has been evolved. One major point that should not be overlooked is that when the system was first adopted, 10,000 retired teachers were placed under the benefits. Each improvement has been extended to retired teachers along with those still active. No retired state employees were brought under provisions of that system when it was adopted.

There are many differences which affect the rate of benefits, not all of which can be explained here, but each of which was adopted by the democratic action of teachers—the age of full retirement is one of them.

Above all, you must remember that state employees pay proportionately more for the larger retirement benefits they receive. Their system will never be adopted if teachers do not want to make that additional investment.

The CTA is asking every local to study all retirement proposals carefully during the next year, and to make no commitment on any specific plan until members understand and vote their preference. When that has been done, the CTA program again will have been democratically adopted, whether or not it is the plan now operated for state employees.

Q. Why is the CTA spending money to buy an expensive building in San Francisco?

Ans. Believe it or not, the State Council did not undertake purchase of the state headquarters building to indulge the plush tastes of us hired hands. It was strictly an economy measure, not a luxury.

As the program of services increased, the number of personnel employed by California's teachers increased. More employees required more office space. Rental rates on office space in San Francisco are extremely high.

From a strictly dollars-and-cents standpoint, the teachers gained a great deal when they purchased their own building. That structure will be paid for within the next two years. Rental space will pay most of the costs of upkeep, and CTA staff will be housed in adequate offices at very slight annual cost.

There is a bonus benefit which has developed, though it was not the basic reason for the undertaking. Leaders of business, industry, labor, other professions, and government have expressed new respect for the teaching profession after a tour of the teachers' own state headquarters, achieving a realization of the breadth of the professional program they support.

Economy first, then public relations and the stability of "home ownership" are the gains made by teachers in purchasing the headquarters building.

—Harry A. Fosdick

LOS GATOS union high school teachers association of Santa Clara county was the 365th local club to be chartered by California Teachers Association.

MISS JENNIE M. GORDON, 83, died in Hanford November 6. Retired from teaching in 1938, she had taught 27 years in Hanford and 30 years in Oakland. She had twice been a delegate to NEA Assembly.

JOHN W. MASS, English teacher at San Francisco City College, was suspended December 9 for refusing to answer the House Un-American Activities Committee's questions relating to Communism.

DR. LIONEL DESILVA, executive secretary of CTA Southern Section, was recently named chairman of the NEA Commission on Teacher Education and Professional Standards.

DR. RALPH C. DAILARD will become San Diego city superintendent of schools February 1. A top administrator on Superintendent Will Crawford's staff for 14 years, he has been assistant superintendent since 1949. Crawford will close nearly 20 years of service in San Diego when he accepts a position at U.C.L.A.

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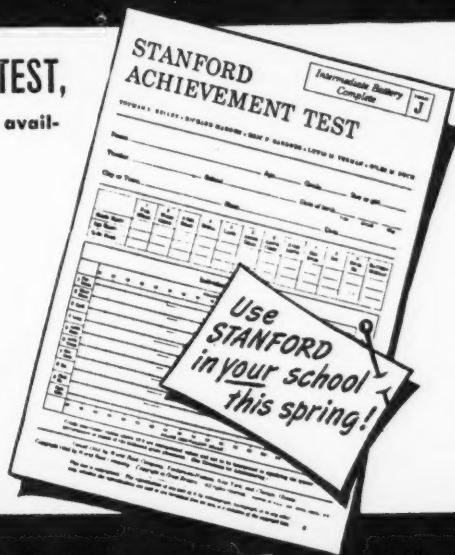
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DUTY-FREE LUNCH PERIOD

CTA-sponsored legislation guaranteeing all California teachers duty-free lunch periods has been implemented by a State Board of Education regulation which became effective December 5.

The new law, authored by Senator Nelson S. Dilworth at the request of CTA, requires districts employing two or more full-time teachers a duty-free lunch period at the time and in the manner prescribed by the State Board.

The Board, acting under legislative mandate, ruled that the duty-free lunch period must be "not less than one-half of the regularly established noon hour adopted by the governing board, provided such lunch period shall not be less than 20 minutes, which period shall be as near noon as is possible."

NEW NEA DIRECTOR

Mrs. Mary Jo Tregilgas, Compton teacher, will succeed Ole Lilliland of Pasadena as one of California's two members of the Board of Directors of the National Education Association, effective next August 1. After nomination by the Southern Council, she was elected by the State Council of Education December 12.

Chairman of the public relations committee of Southern Section for the last two years, Mrs. Tregilgas also served as social chairman at the annual leadership conferences at Camp Seeley.

LOYALTY OF 171 QUESTIONED

The Los Angeles Board of Education has been informed by Dr. Alexander J. Stoddard that loyalty of 171 district employees is in question. The superintendent of schools said he had conducted a six-year investigation in cooperation with R. E. Combs, counsel for the State Senate Un-American Activities Committee. He pointed out that the 171 persons suspected of disloyal leanings are a very small fraction of the system's 28,000 employees and urged that the sifting of evidence proceed with moderation.

STANLEY ELLIS DIES

Stanley B. Ellis, district superintendent of the Sunnyvale City Schools since 1944, died from a heart attack December 1.

During his superintendency, the school population increased from 1200 to nearly 3000. His major contribution to Sunnyvale was a well organized building program. Three new schools have been completed, with a fourth, to be named for him, to be ready in February.

Standard School Broadcast Schedule

Music— a Language and an Art

HOW DOES MUSIC SPEAK TO US?

With the Human Voice	Jan. 7
With Percussion Instruments	Jan. 14
With String Instruments	Jan. 21
With Woodwind Instruments	Jan. 28
With Brass Instruments	Feb. 4

WHERE DID MUSIC HAVE ITS BEGINNINGS?

In the Ancient Orient	Feb. 11
In the Biblical Lands	Feb. 18
In Greece and Rome	Feb. 25
In Medieval Europe	Mar. 4

WHEN DID MUSIC TAKE ITS MODERN FORMS?

In the Classical Period	Mar. 11
In the Romantic Period	Mar. 18*
In the Nationalist Period	Mar. 25*
In the Twentieth Century	Apr. 1*

WHO ARE THE CREATORS OF MUSIC?

The Composers	April 8*
The Performers	April 22
The Conductors	April 29
The Listeners	May 6

*Programs of Mar. 18 thru April 8 delayed one week on Oregon stations.

The list of stations broadcasting the Program is given in the Teacher's Manual.

TEACHER'S MANUAL—FREE

Available to teachers or leaders of listening groups. Request Cards have been sent to principals of Western schools. For additional Request Cards, write to Standard School Broadcast, 225 Bush Street, San Francisco 20, California.

STANDARD OIL COMPANY OF CALIFORNIA

American Legion and CTA Work Together

EVENTS of the summer leading up to the successful sponsorship of American Education Week in early November reemphasized the growing spirit of understanding and cooperation between American Legion, Department of California, and the California Teachers Association.

Malcolm Champlin, Oakland attorney and chairman of the Americanism commission of the state American Legion, lauded CTA for its efforts in promoting the theme "Good Schools Are Your Responsibility" during the week of November 8-14. He pointed out that the Legion has co-sponsored the observance since 1921.

Education Week

Marking a preliminary, Champlin and Dr. Rex Turner, CTA President, appeared together at the office of Mayor Clifford Rishell of Oakland to accept a formal proclamation requesting public participation in American Education Week.

Dr. Turner observed that Governor Goodwin Knight, as well as an estimated 60 mayors of California, issued proclamations, largely through the efforts of the American Legion. During the week, CTA and Legion officers joined state, county, and municipal officials in four television programs and numerous radio appearances, reaching a vast audience on the theme of public school responsibility.

Preservation of Democracy

The California Legionnaire, monthly tabloid newspaper distributed to 140,000 members in California, requested and received from Dr. Turner copies of extracts from proceedings of the National Education Association, as well as by-law sections on the subject of preservation of democracy. The publication proposed to publish an article describing the anti-Communist sentiments of the school people, noting especially the attitude of CTA on this important timely issue.

Mr. Champlin, in comparing recent NEA resolutions and the American Legion statements at this summer's convention, noted that there is a parallel purpose in the two great national organizations. At the national Legion convention in St. Louis last September

2, one of the significant resolutions passed commended the teaching profession "for its help in our Americanization program." Another commended the NEA for refusal to participate in the World Conference of Teachers, believed to be a Soviet-inspired meeting.

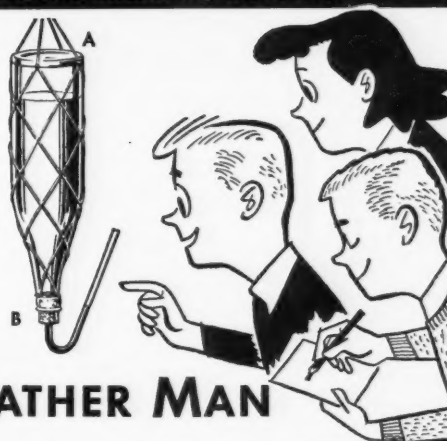
Statement of Principles

At the annual convention of the Legion department of California, held in Long Beach July 30-August 2, a Statement of Principles for American Teachers was unanimously adopted. The Statement of Principles, later

ENJOYABLE LEARNING EXPERIENCE

A suggestion we hope you find interesting and useful

It is easy to make your own barometer which helps forecast changes in the weather.



YOUR OWN WEATHER MAN

A barometer measures air pressure. Air pressure changes with the temperature. Fair weather or wet is generally indicated by rise and fall of air pressure.

The simple equipment for making a barometer is:

- Four 4 ft. pieces of string to make holder.
- Colorless plastic sipper.
- An empty 7 to 12 oz. beverage bottle.
- Cork stopper to fit.
- Paraffin or household cement.

Here are directions for making barometer:

Step 1 Make a holder for the bottle. See idea-figure 2. Tie center of each 4' string around neck of bottle so that the 8 ends are equal in length and knots are evenly disposed around bottle neck. Proceed to knot adjoining strings, making knots 1" to 2" apart until you have completely enclosed the bottle. Tie string ends together so you may later hang to a hook, bottle neck down. See illus. A.

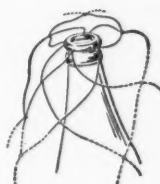


Figure 2

Step 2 While making holder, soak plastic sipper in hot water for 15 minutes. Then, under hot water slowly bend one end into "U" shape 2 inches wide. See illustration B.

Step 3 Bore hole through cork large enough to admit sipper. Fit short end into cork, far enough for it to be firm—about 1/4-1/2 inch.

Step 4 Fill bottle with water to about 3 1/2 inches from mouth of bottle. Color water with ink or dye.

Step 5 Into bottle insert cork-with-sipper. Seal sipper to cork. Seal cork to bottle. Use heated paraffin or household cement.

Step 6 Now turn bottle upside down and hang (see illustration). Hang indoors. Do not hang near radiator or where sunshine reaches it. Hang where changes in room temperature are least.

How to read your barometer. If air pressure increases, water level in the sipper will recede. So it indicates fair weather. If pressure falls, water will rise and may even drip from the sipper. So, it indicates wet weather. Don't refill bottle unless eventual evaporation causes a need for more water.

It might be fun to mark the highs and lows of water levels in the sipper; and doing so will make your barometer-changes a lot easier to watch.

Above information approved by R. E. LAUTZENHISER, Climatologist U.S. WEATHER BUREAU, and recommended is Weather Bureau's booklet, WEATHER FORECASTING, explains to amateurs atmosphere, pressure, warnings, maps. Write Sup't Doc. Washington 25, D.C. 20¢ postpaid.

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adopted by the national Legion convention, is shown below:

WHEREAS, Schoolmen's Post No. 543, The American Legion, Department of New York, is composed of approximately 600 school teachers who are dedicated to the principles of Americanism, and

WHEREAS, Schoolmen's Post No. 543 adopted a Statement of Principles of Americanism for Teachers which sets forth principles which could well govern all teachers throughout the United States of America, and



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WHEREAS, in the Department of California we have developed a close relationship between the public schools and The American Legion.

NOW, THEREFORE, BE IT RESOLVED, That the following statement of principles should be adopted as representing the principles of Americanism to be followed by all the schools in the Department of California:

1. It is the responsibility of educators to transmit the cultural heritage of America to the younger generation as a basis for the continuing improvement of our society.

2. It is essential therefore, that educators be loyal to the spirit of our American institutions. This loyalty must include acceptance of the principle that changes in these institutions are to be accomplished by legal processes within the framework of the Constitution.

3. A teacher has the duty of developing in his pupils a knowledge of and a devotion to the foundations of the American way of life, namely the freedoms guaranteed by the Constitution, the dignity and worth of the individual, the inviolability of the family, the encouragement of free enterprise consistent with the general good of society and the control of government through elected representatives directly responsible to the people. It is also a teacher's duty to arouse in his pupils an acceptance of the responsibilities which accompany our freedoms. For these purposes, the teacher takes the place of the parents and represents the community during school hours.

4. A teacher is also responsible for guiding children toward truth. This requires not only scholarship but a mental and spiritual integrity which abhors the perversion of truth to serve the interest of Communism or any other form of totalitarianism. In our democratic society there are divergent points of view on many controversial subjects and the teacher must teach all the facts. Any distortion or "party line" approach would destroy the tradition of American education. A teacher who submits willingly to the authority of the Communist Party or its Front organizations, or any authoritarian organization, has thereby voluntarily forfeited the right to teach in the public schools of a free society.

5. The public has the right to expect its teachers to adhere to the principles enunciated in this statement. As agents of the public, the Board of Education and the Superintendent of Schools have the duty of insuring the fitness of individual teachers. To do this, it is entirely reasonable for the Board of Education or the Superintendent of Schools to question teachers about overt acts of disloyalty, or about membership in organizations or groups dedicated to the destruction of the American way of life. Such investigation of a vital factor in a person's fitness to enjoy the privilege of

teaching in a public school is no infringement of either individual rights or academic freedom.

6. A teacher who advocates the overthrow of our American form of government by force and violence, or who knowingly belongs to an organization dedicated to such ends, or who refuses to answer questions concerning such beliefs or membership, is unfit to teach in American schools and should be dismissed.

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THE BANFF ROUTE EAST

What Were Important Events In Education?

This is the season for taking a quick look backward before launching into predictions of what lies ahead. Educational Press Association lists 23 major national events in Education during 1953, seeking opinions from journal editors on the "top ten." Here is the list without comment. If you would like to "vote" we would like to hear from you. JWM

(1) Juvenile delinquency cases rose sharply during the year, causing many school systems to reexamine their part in combatting this blight.

(2) Earl J. McGrath, US Commissioner of Education appointed by President Truman, resigned in anger after disagreeing with the Eisenhower administration over Office of Education budget.

(3) Federal Bureau of the Budget recommended sharp cut in funds for vocational education—a proposal reversed in Congress after a series of sharp debates.

(4) First two educational television stations went into operation in Houston and Los Angeles (May and November, respectively).

(5) Lee M. Thurston accepted post as US Commissioner of Education, but died after only two months in office.

(6) The NEA passed the 500,000 mark in membership for the first time in its history.

(7) Samuel Brownell was named US Commissioner of Education.

(8) Educators debated the effect of the Congressional investigations into "the subversive influences in the educational process" upon freedom to teach and freedom to learn.

(9) US Office of Education suffered a series of blows—including Congressional cuts of budget, loss of commissioners and assistant commissioners for vocational education, and other staff members.

(10) Eisenhower administration agreed on a policy of gradual withdrawal of the federal government from established programs such as school lunch, vocational education, and land-grant college assistance—a policy yet to be tested in Congress.

(11) The NEA launched a \$5,000,000 building program to house its headquarters.

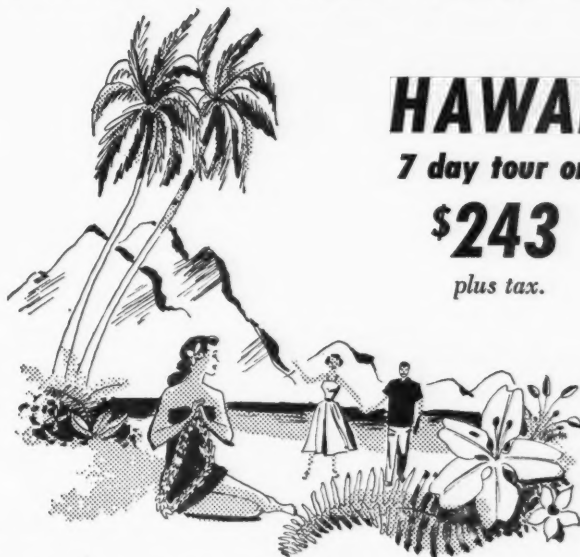
(12) Organized labor called for a re-examination of vocational education, charging that it promotes a caste system in education.

(13) The House Un-American Activities Committee and the Senate Subcommittee on Internal Security, after calling some 150 schoolmen and women to testify on inroads of Communism into schools and colleges, announced

that at one time some 1500 teachers and professors belonged to the Communist party—but nearly all of these had been removed from their positions by 1953.

(14) US Senate passed a provision to earmark part of revenue from off-shore oil for education; but the House killed the measure at the suggestion of President Eisenhower.

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(15) Educators recognized importance of introducing foreign languages in the elementary grades.

(16) President Eisenhower ordered an end to segregation in schools operated on Federal property with Federal funds.

(17) Under pressure from attacks of varying kinds—sincere citizens, propagandists, and foes of education—schoolmen strengthened emphasis on the Three Rs.

(18) NEA released a new film, "Skippy and the Three Rs," generally regarded as an excellent public-relations medium for education.

(19) The US Supreme Court reheard arguments on five cases involving segregation in the public schools of South Carolina, Virginia, Kansas, Delaware and the District of Columbia.

(20) The Future Farmers of America, a youth organization, observed its 25th birthday.

(21) President Eisenhower reconstituted the National Security Training Commission and asked the five-member group to report a new UMT plan.

(22) The Housing and Home Finance Agency released \$50,000,000 in loans for building homes for college students and faculty.

(23) US Senate Post Office Committee launched study on educational use of mails.

CENSORSHIP TREND FLAYED BY TEACHERS OF ENGLISH

More than 2000 teachers of English, in convention at Hotel Statler in Los Angeles November 26-28, forcefully warned the nation against censorship of free expression under the pretext of attacking communism. They also denounced communism as an adversary of that freedom.

The National Council of Teachers of English, drawing delegates from all the country, held its 43rd annual meeting in Los Angeles, the first time in its history that the convention has been west of the Mississippi.

Four specific dangers facing the classroom teacher, according to NCTE, are: demands that certain books, periodicals, and teaching materials be excluded from classrooms and libraries; attacks on the use of the writings of certain authors "for any purpose"; restrictions on the kind of speakers who may address students; denial of the right to classroom discussion of controversial subjects.

Educational Policies Commission Elects First Woman Chairman

Mrs. Sarah C. Caldwell of Akron, Ohio, former president of the National Education Association, has been elected chairman of the Educational Policies Commission.

Mrs. Caldwell is the first woman as well as the first classroom teacher to be elected to the post. The Commission, composed of 20 of the nation's leading educators representing all fields of American Education, was established jointly in 1935 by the American Association of School Administrators and NEA.

She will preside at the 43rd meeting of the Commission in March when members will develop a long range program in educational policies to observe the 100th anniversary of the National Education Association in 1957.

MIGRANT CHILDREN . . .

(Continued from page 19)

1. **Housing and Equipment.** As a result of the State program to aid local school districts to provide essential school housing, practically no temporary schools in the fields remain. Modern structures have replaced old and sub-standard buildings.

The major problem now is to keep classes of a teachable size during the periods of peak enrollment. This remains one of the unsolved problems. At the time parents are employed and are in permanent residence for the brief period of the harvest, enrollments soar and children find themselves in classes too large to provide the individual attention of which these children are in such special need.

2. **Attendance.** Improvement in school attendance can be attributed to the more adequate facilities, co-operation of the growers, and the employment of competent child welfare and attendance supervisors. In spite of these favorable circumstances, migrant children still lose many days of school attendance during the year due to starting school late in the fall, moving while schools are in session and parental indifference in some families.

3. **Meeting Immediate Personal Needs.** Many migrant children are underfed and lack proper clothing for school attendance. Frequently schools must see that food, clothing and medical care are provided before children can attend school. Schools find ways of working with public assistance agencies and private welfare organizations to meet these needs. The coordination of

such services is a promising means of achieving the conditions essential to school attendance.

4. **Curriculum.** Schools exist so children may learn those things essential as a basis for thought and action in their present and in their adult life. The school must fit the needs of the children. In the case of migrant children a curriculum focussed on keeping well, under difficult circumstances, improving home and family living, using money wisely, planning wholesome nourishing meals, caring for babies, acquiring vocational goals and developing life values and aspirations leading to good citizenship constitute prior claims on the efforts of teachers.

5. **Recruitment and Education of School Personnel.** The improvement of school buildings has already made it possible to recruit and hold many competent teachers in the schools for migrant children. Providing homes for school people in the community at reasonable rental has increased the attractiveness of this work. The in-service education program needs to free these teachers from many stereotype concepts of the traditional content of education and make it possible for them to direct their efforts toward helping these children to do well what life will require them to do.

6. **Finance.** As in all districts, school people in districts serving migrant children are confronted with the necessity of providing buildings, salaries, personnel for special services, equipment and materials of instruction, school lunches and all of the things essential to the operation of a school. The difference between these schools and other schools is a difference of degree. The needs are more acute and imperative. Studies must be directed toward modifying the present structure of school support to provide as adequately as possible for children in such serious need of the best that education has to offer.

7. **School-Community Co-operation.** The school cannot solve this problem alone. Many forms of community co-operation must be sought. In addition, a larger measure of community acceptance of migrant workers and their children must be generated.

The Fresno County study has been developed (1) to reveal the educational needs common to schools with a large migrant population; (2) to reveal ways which have been effectively used in meeting the needs of individual children; (3) to show ways schools can help children with problems of living; (4) to determine ways to provide continuity in the education of children who move frequently; (5) to improve techniques for working with Spanish-speaking children; and (6) to discover ways school personnel can be used most effectively.

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WHAT WOULD YOU DO?

(Continued from page 11)

set down a few general principles and attitudes which, if observed, may not make you the "life of the party," but I am sure they will make you and your students easier to live with.

1. Be consistent. Make and enforce a few fundamental rules systematically.
2. Be fair and impartial. The Golden Rule is a good guide.
3. Allow the child to express himself and show respect for his opinion.
4. Having grudges (especially against children) is a mark of immaturity.
5. Avoid unfair punishments, such as sending child for a tardy slip when he gets out of his seat after class has started.
6. Don't ask for class disapproval of a child's actions. No matter what you may think, the sympathy of the class will be with the child who is being "bawled out."
7. Avoid punishing class for actions of a few.
8. Keep up class morale by contests and *well-earned* praise.
9. Sense of humor. Join in on a laugh even if the laugh is on you.
10. Operate under the assumption that the child wants to do right.
11. Check and return all papers as soon as possible.
12. Don't be afraid to admit it if you make a mistake.
13. Embarrassing a student or being sarcastic inspires dislike rather than reform or admiration for your cleverness.
14. Do not preach, argue, or bicker. Talk as little as possible, and in a quiet voice.
15. Never show total rejection of a child: i.e., "Get out of my room and don't ever come back." Perhaps he is what he is for lack of acceptance.
16. Be definite about each assignment, instruction, and regulation.
17. Walk around in the room while students are working so that you may be at hand when they need help.
18. Be available for at least one-half hour after school for help or for "just talk."
19. Be sure child is able to do the work you assign.
20. Be an example of courtesy, neatness, order, and all of the acceptable attributes.

One teacher-who-writes-books, J. C. Tressler, believes his English series will teach youngsters how to express themselves effectively

Modern McGuffey

By Arnold L. Lazarus

DURING a recent commencement at Syracuse University Chancellor William Tolley, about to confer an honorary degree upon one of the distinguished looking people on the platform, began the usual recitation of background, degrees and accomplishments: "Valedictorian of his class, Master of Arts of Columbia University, member of Phi Beta Kappa—"

In the front row dozers battling the June humidity stifled yawns. A spectator with a persistent cough politely tiptoed out. . . .

Mr. Lazarus teaches at Santa Monica high school and is himself the author of several textbooks. This interesting biography gives us some background on an author whose name has often appeared in the Journal's book review section. The ENGLISH IN ACTION series is published by D. C. Heath & Co., Boston.

The Chancellor continued undaunted. "In tiny one-room schoolhouses far up in the Michigan woods, down among the Florida pines, in schools all along the Pacific Coast, in desert towns, high in the Sierra, in prairie cities, beside Louisiana bayous, along the rocky coast of Maine—in church schools of all denominations, in private schools of every shade of opinion—his textbooks are known . . ."

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"—Forty million youngsters, at a conservative estimate, have been exposed in the last four decades to his books, the English in Action series."

An "Oh" of recognition surged through the listeners—most of them having been exposed, themselves, to J. C. Tressler's books.

(The Syracuse chancellor might have added that Tressler's books have quietly outsold many a "best-selling" novel—17,285,298 copies to date!)

Lessons of Farm Life

Jacob Cloyd Tressler was born in Pennsylvania and began his education on the banks of the Big Buffalo Creek near Milford. Here he experienced the "activity program" and "problem solving" of farm life. To support the large family Jacob's father was teacher in winter, farmer in summer, and—throughout the year—salesman of farm machinery, fertilizer, and insurance.

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LES LANDIN

I kept telling Margaret to wear her whistle when she's out on yard duty.

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For a picture of how the Tressler father supervised, challenged, and encouraged his family, picture the Galbraith father in *Cheaper By The Dozen*—only divide the dozen by two. After supper and chores the Tresslers would gather round their big table to do homework. They had no junior encyclopedia but they had Dad Tressler, who was even better. He was their walking encyclopedia even if he was sometimes a little exasperating. For he would answer the youngsters' questions with other questions, setting the learners on the right track and making them think through to solutions by themselves.

Jacob's chores consisted in plowing, harrowing, picking produce, shocking wheat, tending livestock, and tossing hay. Despite everything, he found time to fish the creek in summer, and in winter to experiment with bobsledding.

Why He Liked School

The Milford School was over a mile's walk from the Tressler farm. But even when a blizzard was raging, the parents couldn't keep their youngest—little Jake—at home.

Someone asked him if this was because of an early thirst for knowledge.

"Hardly," he said. "I didn't want to miss the companionship, the games and the fun. Lateness was no problem at our school. In dry weather as soon as the sixth boy arrived, we would begin a game of scrub with a pitcher, a catcher, a first baseman, a fielder, and two batters. During the morning and afternoon recess we played tag, hide-and-seek, prisoner's base, leap-frog, and bull-in-the-ring. But the noon-hour ball game was the climax of the day."

As for the instructional program (contrary to what big-city folks expect of the little red schoolhouse and ironically foreshadowing the educational battles Jake was to fight all his life), things were remarkably progressive—no report cards, no failures, no formal promotions, and each pupil advancing at his own rate.

Hickory Stick in Action

In arithmetic, for example, one year the teacher gave young Jake a copy of Brooke's *Advanced Mathematics* and told him to work through it as fast as he could. This the boy did in a few weeks—with the guidance, of course, of his father. But the same teacher did not always last at this school, and—according to Tressler—"the less skillful

and dynamic the teacher, the more the hickory stick was brought out of the closet."

From his first country school to his graduate days at Columbia, Tressler's world has always included a classroom, a basic text, and a battle royal against the pseudo-progressives.

At seventeen he was valedictorian of his graduating class. ("I felt wiser then," he says, "than I have ever since.") A year later he was valedictorian of his class at the Cumberland Valley State Normal School (now Cumberland University).

But then his money gave out, and since his family was unable to help him financially, he became—at age eighteen—teacher, stove-stoker, janitor, and director of athletics at the Redhill (Pennsylvania) School.

Here he had to teach all subjects to all pupils of all ages—including a boy older than himself, who had been a bully up until young "Mister" Tressler arrived on the scene. Jake had to thrash this bully decisively because not only manly honor was involved here but also the affections of one of the prettiest students—Edith Howard...

Salary \$27 a Month

By hoarding every penny (well, almost) of his salary, which was \$27 a month and board, he was able to continue his education, the next year, at Syracuse University. Again he was graduated valedictorian.

Nor had he been a grind. He had engaged strenuously in most of the extracurriculars (especially debating), had starred in the college tennis, basketball, and baseball teams, later won a cup in the faculty golf tournament.

This art of maintaining a balance between work and recreation has continued strong in him and has been reflected in his books. Even now—as he enters the afternoon of his life—he will offset schedules that would kill younger men, with breathers of traveling and picture-taking, his chief hobby.

During one year, however, he pressed matters beyond what any life insurance company would approve. Besides writing books, he headed the English department at Richmond Hill High School; taught extension courses, nights, at Columbia, NYU, and CCNY; and conducted graduate seminars at Syracuse for teachers on summer vacation.

Meets Edith Howard Again

The girl proposition had never bothered Mr. T—not that he was never

interested. It was just that he was so busy learning, teaching, and battling the pseudo-progressives that he had never taken much time to be serious about any girl until he met Edith Howard again—this time at Columbia. It seems that she, too, was busy learning, teaching, and battling pseudo-progressives. So the following Christmas marked the milestone of their entangling and happily enduring alliance.

But long before he noticed girls, Mr. T had been absorbed in the pursuit of dreaming up teaching-devices. "At the age of ten," he says, "I started filling fat notebooks with ideas that might be valuable in the writing of a good reader. . . . One of my chief problems today, incidentally, is finding space for books, magazines, pamphlets, clippings, etc., which overflow the basement and the attic of my Jamaica Estates home."

It was not until he was actually teaching in high school, however, that he became so dissatisfied with the lack of concrete practice-material in the prevailing readers and textbooks that he began substituting stencilled sheets of

lessons he had devised himself—lessons which, while providing drill in fundamentals, appealed to the best instincts and noblest curiosities of the youngsters.

A few months later he selected a pile of these stencilled sheets "over an inch thick," tossed them into a brief-case, and ventured with the manuscript into the office of a Manhattan publisher. The editor seemed only mildly interested.

Gets First Book Job

"Shortly afterward, however, this same editor—out of a clear sky—asked me to revise a textbook which was rapidly becoming a has-been and for which I was to supply 50 per cent new material. Here was my opportunity to use those stencils that I had accumulated.

"The sales of this new book were far from tremendous but were good enough to convince Dr. Frank Scott, then editor-in-chief of a big publishing company, that I was worth another trial. He set me to work on an English series for high schools—a book each year and a fatter book for each two years. Here were six books to be done with no help—not even that of a typist." Such were

the beginnings of the now almost universally used **English in Action** series.

But the going was very rough. Then as now there were always those who wished to smash the idea that youngsters need to learn language fundamentals the hard way—by systematic drill and practice. Some of these objectors fought Mr. T squarely on the debating platform; some of them attacked him scurrilously.

The resilient Mr. Tressler has always come up fighting, however, and has found champions not only among impartial professional periodicals like **The English Journal** but among hard-working, professional-minded teachers themselves.

Touches Off Controversy

Even now there is a ferment (if not a revolt) among English teachers (especially on the school of education level) against teaching traditional grammar and usage. In **The English Journal**, official voice of the National Council, Teachers of English, this revolt becomes more articulate every year. Scholars like Fries (**American English Grammar**),



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Marckwardt (Current English Usage), and Pooley (Teaching English Usage) point out that much teaching of traditional grammar goes unrealistically against the tide.

But if there are teachers who still cling to outworn usages, certainly Tressler is not among the guilty. In edition after edition he has recognized his critics, bowed to changes he could sincerely accept, and merged the best of the old with the best of the new. The best of the traditional objectives Tressler has had to battle for are "rescuing the youngsters from illiteracy" and teaching them "to express themselves effectively."

Of course there is much controversy on methods of teaching youngsters "to

express themselves effectively." We constantly hear criticism of the idea that there can be any "transfer from mere proficiency in grammatical usage to ability to express one's self effectively." And most of us subscribe to the observation that one learns best to express himself by constant practice in expressing himself.

But like William Holmes McGuffey, Tressler has been morally uplifting and pleasingly understandable to the great majority of students and teachers. And whatever happens to the teaching of language arts in the era to come, a very great and good influence has already been contributed—as Syracuse's Chancellor Tolley suggested—by our modern McGuffey, Jacob Cloyd Tressler.

"Look, Hear, Now"

By Dorothea Pellett
Audio-Visual Consultant
Public Schools, Topeka, Kansas

(Films are 16mm sound, black-and-white, "classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.)

Archimedes' Principle

Galileo's Laws of Falling Bodies (6 min. each, Encyclopaedia Britannica)

These films demonstrate two principles from physical science, recreating the story of the man to whom history has ascribed the "discovery" of each. Galileo and the Tower of Pisa, Archimedes and the King's Crown, with the setting of their times, add literary to scientific interest, as each man uses the means at hand to prove the principle he has observed and stated. Both films show also demonstrations conducted with modern materials and devices, the comparison adding appreciation for the contributions of early scientists whose experimental methods are still used in modern science with its new materials and ideas. Valuable to introduce discussion and experiment related to the principles. Plans for other films in this series will develop similarly other laws.

Venice (10 min. Young America Films)

Music, art, history, and geography find motivation in this since-the-war travel film, in a series including "Paris" and "Lugano." Elementary grades enjoy details about the gondola, the pigeons of St. Mark's Square, the 24-hour clock; older students will note oriental influences in architecture and learn why, will see centuries of history and relate it to work and life in Venice today.

Zoo Animals of Our Story Books (10 min. color also, Coronet films)

Since the zoo is a center of real interest, and reading is a fascinating activity, what could be more wonderful than a combination experience such as this film motivates? For all the folks who enjoy a well-illustrated story-book, but especially people in primary grades, there are drawings of animals and then real animals in the zoo, eating, running, playing, making their own animal noises. To its complete delight the audience is lured right into book reading with understanding and zest. Skillfully organized to bring together for comparison known and unknown sights and sounds, to give meaning to concepts and expressions ("Clever as a fox"), to distinguish real from "creative," and above all to build desire to read joyously.

Special Days in February (10 min. color also, Coronet Films)

Another "motivating" film, to begin activities (with younger children) dealing with the calendar, months of the year and the seasons, as well as stimulating art and language arts expression. Facts about the three special days (Feb. 12, 14, 22) relate to a child's own interest: how the boy Washington learned if he did not go to school, why Lincoln read by the firelight, why Valentine's Day is a happy time, keeping at all times within a child's understanding. Historic data are shown through famous paintings, from dioramas, from reconstructed buildings and scenes, from monuments in Washington, D. C. Feelings, too, are given importance along with the facts—these men were brave, good leaders, loved by people. A summary provides further suggestions for activity and review.

Adventures of Coco and Skipper (10 min. color, Rampart Productions)

Coco is an ordinarily curious boy exploring the seashore along with an older

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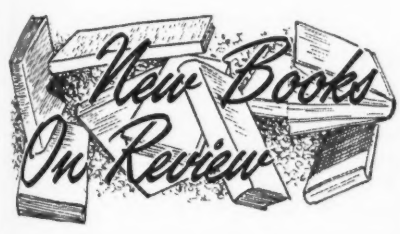
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friend, Skipper, who knows about the plants and animals and has the charm and good sense not to talk all the time nor to tell more than is asked. He uses words Coco understands, as do the elementary school listeners, and he uses comparisons that "landlubbers" understand. Four films in the series take up different "finds" along the beach with sea anemones, limpets, periwinkles, hermit crabs—all alive and moving, except when Skipper holds them in his hand to show size, in "At the Seashore." "In a Tidepool" Coco finds sand dollars, sea urchins, starfish, and rock crabs. "Coco Explores a Pier" for barnacles and mussels, seaweeds, and land plants. "Coco and the Seabirds" explores an estuary for gulls, egrets, sandpipers, and pelicans. Pacing, atmosphere, naturalness, and ease in the films are superb. These are not learning-films; they are experience-films, only afterward do you know you have learned.



THIS IS OUR NATION and **THIS IS OUR WORLD**. Bining, Wolf and others; D. Van Nostrand Co., Inc., 250 Fourth Ave., New York 3. 774 pp., \$3.96 and 672 pp., \$4.32 respectively.

Revised editions of these two history textbooks have been issued to bring them up to date. **This Is Our Nation** emphasizes the responsibilities and obligations of American citizens to their own country and to the world. **This Is Our World** presents as its theme the gradual growth of democracy throughout the world. The books have large pages, two-column format with easy-to-read type, and many illustrations and maps.

GLOBE SCHOOL EDITIONS. Globe Book Company, 175 Fifth Ave., New York 10.

Brief mention should be made of six new titles in this series of classics and contemporary fiction adapted for classroom use. The recent issues are: **O. Henry's Best Stories** (\$2.40); **Favorite Modern Plays**, including "The Winslow Boy," "The Barrets of Wimpole Street," and "The Admirable Crichton" (\$3.00); **The Voice of Bugle Ann** (\$1.80); **Captains Courageous** (\$1.84); **The Return of the Native** (\$2.32); and **The Oregon Trail** (\$1.96).

CHILDREN ARE ARTISTS. Mendelowitz, Daniel M.; Stanford University Press, Stanford, California. 140 pp., \$3.00.

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This new Spanish book for the high-school student is distinguished by its naturalness, clarity, and orderly arrangement. It helps the beginner to use a simple, lively Spanish vocabulary with confidence and correctness, while introducing him to the Spanish-speaking peoples and the important moments of their history.

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Sub-titled "An Introduction to Children's Art for Teachers and Parents," Dr. Mendelowitz' book is profusely illustrated with both reproductions of excellent examples of children's art, and with intelligently and clearly written text regarding the problems of creative activities for children and some possible solutions.

From the first scribbles of the typical two-year-old, through the various age levels, and finally with a description of the value that art work can have for the adult, Dr. Mendelowitz maintains a lucid, almost conversational style in tracing the patterns of growth and creative activity. He suggests the proper attitudes which parents and teachers should take toward children's art in order to stimulate their expression.

In addition to this, specific suggestions are offered regarding the selection of media, sizes of paper and brushes, etc., which are most effective in stimulating children of different levels of artistic maturity. Beyond interesting reading, this book provides a unique guide in an often underdeveloped area of education of considerable value to all teachers and parents.

—Charles Hansen

JETS. National Aviation Education Council, 1115 17th Street, N.W., Washington 6, D. C. 50c each, quantity discounts.

The material in this pictorial elementary booklet has been teacher-prepared and classroom tested. It presents basic aviation facts, with emphasis upon the study of the jet airplane, in the elementary level of understanding. The booklet may be of special value in social studies courses, and it is also helpful in group reading. Also available from NAEC is **Look to the Sky**, for kindergarten and first grade group work, at 30c a copy.

STORY OF THE PRESIDENTS OF THE UNITED STATES OF AMERICA. Petersham, Maud and Miska; The Macmillan Co., 111 New Montgomery St., San Francisco. 80 pp., \$3.00.

Printed and illustrated in a pleasing combination of blue and black on white, this book upholds the attractive standard of Petersham books. Presidential autographs from Washington to Eisenhower decorate in white script the blue inside cover pages. An average of two illustrated pages is allotted to each president, with four pages the maximum.

—Minnette Mackay

CERTIFICATION OF TEACHERS. Pub. by National Commission on Teacher Education and Professional Standards, NEA, 1201 16th St. NW, Washington 6, D.C., \$1.00.

This official report of the Miami Beach TEPS conference last summer contains eight principal addresses and complete section reports and recommendations on this important subject.

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Instituto Tecnológico de Monterrey,
Monterrey, N.L., Mexico

A Letter

Dear Sir:

I realize the tremendous job your staff has in trying to meet the problems of dealing with classroom, student, and administrative practices, of pointing out issues of the day, of reporting the progress of legislation affecting education, of reporting to the membership, of informing teachers of research results complete with the inevitable broad implications for education, and of seeking to improve the quality of our professional service in general. In fact, I had almost resigned myself to accepting the Journal as a rather effective and typical "trade or professional" journal which limited itself to occupational problems and hazards.

The "something" that was missing appeared in the current issue in the form of an outspoken, challenging, and highly significant statement on character and citizenship. The significance of the article lay in its presentation of the foundation upon which our profession and Journal are built. In other words the above functions fell into their proper perspective as small but important aspects of public education. I fear that too often we all forget the perspective because of our intense concentration upon our "specialty" in a complex, labor-divided society.

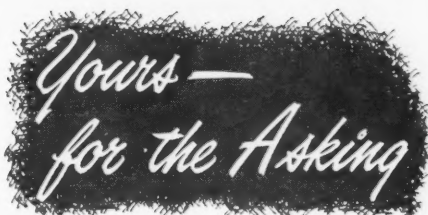
Changing the character of the Journal would not be wise. However, may we have at least occasional articles which possess the depth and comprehensiveness of Mr. Wilson's statement? In this manner we may increase the significance of accompanying articles by providing a base on which to place other contributions.

Garth L. McAuliffe
Concord, Calif.

Indeed, we hope to publish other statements similar to John W. Wilson's "Character and Citizenship" on page 25 of the December Journal. You will be happy to know that CTA will name its committee on Moral and Spiritual Values this month.

EDUCATIONAL AIDS FOR HIGH SCHOOLS

The National Association of Manufacturers, with the assistance of a group of representative educators and vocational counsellors, has prepared a series of booklets, posters and films on opportunities in education, industry, management and science and education-industry cooperation. Designed to serve as useful reference and discussion materials for high school students and their instructors, the aids are available through the Education Department of the NAM, 14 W. 49th St., New York 20.



The coupons you clip may bring you bright, new ideas that you can use or adapt in your class work. Material prepared by the advertisers in CTA Journal has been especially planned for your use. Some of it may not be listed in the column below but you may write directly to the advertiser for it. Always write the advertiser when you are in a hurry for his material. The coupon is for your convenience in ordering several items.

24b. **Creative Crafts with Crayola.** A 32-page book of ideas on how to make useful gifts, party games, invitations, and many other articles—all of which the busy teacher can use or adapt for her own classes. (Binney & Smith Company.)

3b. **New Aids to Help Teach Menstrual Hygiene.** Indicate quantity desired of each number. (Personal Products Corporation.)

1. Growing Up and Liking It, a booklet for teen-age girls.
2. Sally and Mary and Kate Wondered. A booklet for pre-adolescent girls.
3. It's So Much Easier When You Know. A booklet for fully matured girls.
4. Educational portfolio on Menstrual Hygiene. A complete teaching kit.
5. How Shall I Tell My Daughter? A booklet for mothers.

AUDIO VISUAL CONFERENCE

Audio-Visual Education Association of California will hold a state conference January 14-16 in Santa Rosa. Teacher educators with audio-visual responsibilities and school supervisors will hear leaders in this field and participate in discussions.

40b. **The Case of the "Ten-Twenty"** is more than a brief for the American Seating Company's new desk with level, 10° and 20° top positions. This booklet includes a quick summary of the Studies of the Texas Inter-Professional Committee on Child Development, which showed that children in thousands of classrooms are being exposed to glaring or insufficient light and to harmful posture with attendant visual focusing problems. Included also is a list of reference books related to lighting, seeing, seating, posture and child development. (American Seating Company.)

47b. **Famous Fund Raising Plan for Schools and Organizations** includes samples on approval of Sunshine's Famous Everyday Card Box Assortments, Illustrated Folder, and complete details of Sunshine's Money Making Plan for Schools and Organizations. (Sunshine Art Studios.)

51b. **Hawaii Air Vacation Folders** contain itineraries of Hawaiian vacations, lasting from 10 to 23 days, to help you with vacation planning. For educators only. (United Air Lines.)

52b. **Aviation Teaching Aids** folder outlines classroom materials available without charge. (United Air Lines.)

53b. **California Air Vacation Folders** detail low cost tours available. (United Air Lines.)

55b. **Large Tour Book and Folders for 1954**, giving all necessary information on SITA tours to Europe, Around the World, Mexico, South America, Orient and the West. (Students International Travel Association.)

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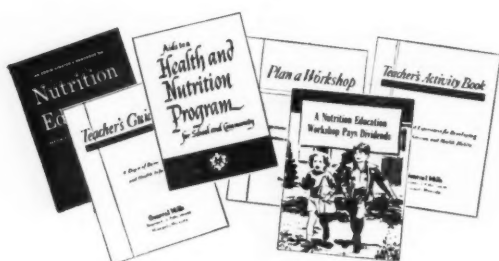


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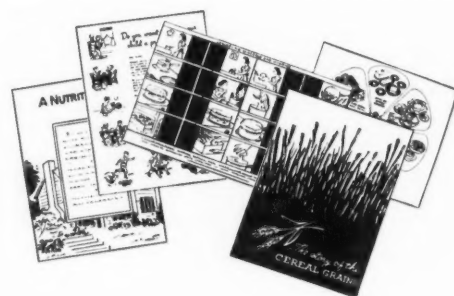
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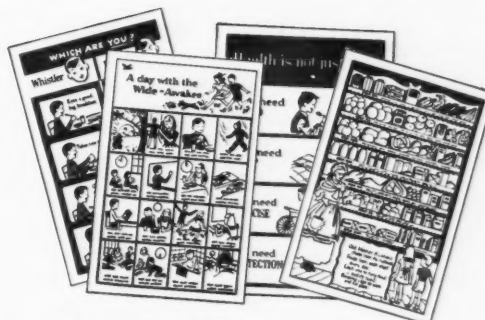
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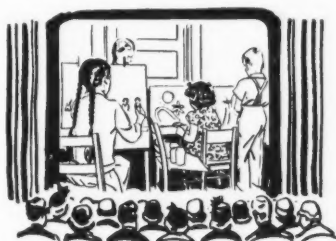
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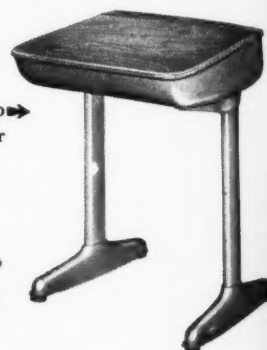
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